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INTENSIVE TRAINING FOR AN ORAL APPROACH IN LANGUAGE TEACHING.

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THE 1956 ENGLISH LANGUAGE EDUCATION COUNCIL SEMINAR FOR ENGLISH TEACHERS IN JAPANESE JUNIOR HIGH SCHOOLS WAS DESIGNED TO PROVIDE, IN A VERY LIMITED TIME, BOTH INTENSIVE TRAINING IN AUDIO-LINGUAL CLASSROOM METHODS, AND A MINIMUM DEGREE OF LINGUISTIC COMPETENCE NECESSARY TO FULFILL THE TEACHER'S ROLE AS MODEL, JUDGE, AND DIRECTOR OF PRACTICE. THE TRAINEES WERE YOUNG TEACHERS WITH AT LEAST TWO YEARS OF EXPERIENCE WHO WERE REGARDED AS "PROMISING," YET WHOSE ORAL COMMAND OF ENGLISH WAS INSUFFICIENT. THIS BOOKLET DESCRIBES THE CONTENT AND USE OF THE PROJECT'S "SEMINAR SCRIPT," A SET OF LESSON PLANS BASED ON EXPERIMENTAL AUDIO-LINGUAL MATERIALS COVERING THE ESSENTIAL SENTENCES AND CONSTRUCTIONS FOR A FIRST-YEAR ENGLISH COURSE. THE FIFTEEN "CHAPTERS" OF THE SCRIPT WERE EACH DIVIDED IN HALF, ALLOWING THREE HOURS EACH FOR "CONTENTS" AND "METHODS," IN THE FOLLOWING SEQUENCE--(1) PRESENTATION OF THE SENTENCES AND INTENSIVE PRACTICE BY GUIDED IMITATION, (2) DISCUSSION IN JAPANESE CONDUCTED BY LINGUISTS, HIGHLIGHTING STRUCTURAL AND PHONOLOGIC DIFFERENCES BETWEEN THE TWO LANGUAGES, (3) INDIVIDUAL PRACTICE AND CORRECTION, (4) A DEMONSTRATION LESSON WITH TRAINEES ACTING OUT THE ROLE OF PUPILS, (5) EXPOSITION OF A CLASSROOM PROCEDURE FOLLOWED BY PRACTICE EXERCISES APPLYING IT, AND (6) PRACTICE TEACHING. IN CONCLUSION, A DISCUSSION OF THE PREPARATION OF A "SCRIPT," AND POSSIBLE APPLICATIONS OF THE "SCRIPT PATTERN" IS OFFERED. THIS DOCUMENT APPEARED AS A SPECIAL ISSUE OF "THE MODERN LANGUAGE JOURNAL," VOLUME 44, NUMBER 2, PART 2, FEBRUARY 1960. (RW)

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INTENSIVE TRAINING
FOR AN
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IN
LANGUAGE TEACHING

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1. Backgrounds

[General: foreign-language teaching today—Particular: the "Teachers' Seminar" of the ELEC project—Personal: professional biographical sketches of the authors]

General background: foreign-language teaching today

THE picture of foreign-language teaching, in 1959, is a large and complex one. Probably there are few teachers or even administrators who know directly of more than a fraction of the total global situation. But we all know that the efforts of trained personnel and financial support from governments and foundations in the USA and in many other lands are being devoted to planning and implementing the teaching of foreign languages to hundreds of millions of school children around the world.

The current excitement about the backwardness of the USA in the FL [foreign-language] field is thoroughly justified, as all of us in the profession know and have known. But it is important to acknowledge that the backwardness is only general; it is not total. There have been small groups of well-informed and foresighted planners who have been working against the general backwardness and have prevented it from being total. Certain federal and state agencies have been desperately aware of a need and have made admirable use of limited funds and the limited available personnel. Foundations, councils, and private philanthropies have done their best to stick fingers into leaking dikes, by training a few experts here and there and by cooperating with this and that foreign government and foreign organization in programs of FL research and teaching. Some dozens of American universities have initiated their own programs and are cooperating with other programs.

As a result, many of our colleagues in all parts of the world have been at work preparing new and better teaching materials to meet the needs of school children whose active lives will be spent in the last third of the twentieth century. One of the dilemmas of our time and those children's time is set by the emergence to national dignity of much of the human race. Every informed observer recognizes the moral necessity of an "own" language, at this stage of their social evolution, of each of the newly independent nations. Yet as each new cherished "own" language becomes established, a new barrier to world-wide communication is erected. And communication is a necessity, just as much as the satisfaction of a linguistic symbol of national dignity.

The only practicable solution in the face of the social and political and technological realities of our time is a FL education which conserves the values of national pride and yet opens the doors to inter-national sharing of the achievements of other peoples.

One aspect is the development of a corps of competent writers and teachers in the field of English-as-FL. In this way we are helping our colleagues overseas to open doors to the Anglo-Saxon world and its storehouse of culture and technology. But there is no linguistic one-way traffic in the world of today and tomorrow: Americans must enter the doors to other peoples, and we language teachers have our responsibilities right here at home. It would be a lazy—a most disastrously and immorally lazy—policy to say that the Others can learn English to talk to us. The interpreters whose backgrounds are on the Others' side, the bilinguals whose loyalties are other-side, cannot do entire justice to our interests or our responsibilities.

Although the need for Americans to enter the FL door may be most spectacular in the case of Ghana or Ceylon or Kenya or Laos or Hokkaido, it is just as real and numerically still more urgent in the case of Rouen or Barcelona or Hamburg or Palermo—or Kiev. A decisive large-scale upgrading of the "familiar FLs" is

just as crucial a challenge as the development of materials for teaching the "exotic, unfamiliar, not commonly taught" languages.

Particular background: the "Teachers' Seminar" of the ELEC project

This paper describes and discusses a rather new kind of document in the field of foreign-language teaching. Its authors were fortuitously assigned to cope jointly with a specific practical emergency: converting a body of experimental language-teaching material into the basis for a teacher-training "Seminar." We have spent six months of full-time work, in two stages, on the task; in addition we have corresponded and consulted for over a year on the underlying assumptions and their practical applications.

Our work was a part of an extensive project under the English Language Exploratory Committee,* a private organization of leaders of education, industry, and public affairs in Japan, aided by the Council on Economic and Cultural Affairs of New York and the Japan Society. Our portion of the project has been chiefly in connection with two "Teachers' Seminars," planned originally as trial runs of some modern teaching materials. Another objective of the Teachers' Seminars—at first secondary, but increasingly important—was the preparation of teachers to use such new materials effectively. It was realized, both by the Japanese experts and by USA consultants and sponsors, that along with the construction of modern materials there must be a program of teacher preparation. The participants in the two Seminars held so far have been actual English teachers in Japanese junior high schools. They were relatively young (25–30 years of age) and had had at least two years of English-teaching experience. They were competent in terms of their training, but that competence did not in general include either fluency or accuracy in oral English; their control of English grammar was excellent as theory but many of the common sentence-types of English were still only "understood as rules" and not yet under comfortable habitual control in actual use.

In the summer of 1957, it was our assignment to work from a "corpus" of illustrative sentences, selected by Professor C. C. Fries to provide the basis for practice in the pronunciation of English and some of the most important sentence-types. We converted the corpus into a first stage of materials for classroom use, in the form of a draft of a "Teacher's Guide." From this draft, in a three-weeks Seminar in August 1957, we improvised the day-to-day practice materials; our Japanese colleagues commented on specific linguistic and pedagogical problems and proper procedures to meet them, using the day's practice material as a basis.

During the period September 1957–June 1958, our draft of the Teacher's Guide was revised by a committee of Japanese linguists and teachers, with Mrs. Mary Jane Norris as consultant. This revision, though still in only a tentative state in June 1958, was taken as the basis for our 1958 work of preparing for a second, larger teacher-training Seminar to be held in August 1958.

Despite the still tentative nature of the Revised Guide of June 1958, it was a body of material which could be taken as representing a textbook for first-year English. We treated it as such for purposes of preparing a "Script" specifically designed for intensive preparation of teachers to use that "textbook" or one basically like it in their own future teaching. The contents of the Revised Guide were first thoroughly analyzed as to vocabulary (place and rate of introduction, recurrence throughout the Guide), sentence-patterns, and teaching devices.

On the basis of the analysis of the Guide, we prepared a Script to be used as the material for the August 1958 Seminar, which was to be under the direction of Professor Einar Haugen and a staff of junior trainers (all of whom were native speakers of American English). Professor Mary Lu Joynes worked regularly with us on this task from mid-June through August 1958, in Tokyo.

Our principle was to bring all parts of the Script to bear upon the objective of preparing teachers to present efficiently the material of the Revised Guide. The actual content of the Guide was our focus; this was to be practiced to assure the teacher-trainees' mastery of the sentences and phrases which they would theoretically be teaching to their pupils in a class

* Now the English Language Education Council, Inc.

using the Guide. The discussion of linguistic problems was based on the contents of the Guide; the exercises in classroom procedures used those contents; the demonstration and practice teaching sections were at once an expansion and a review of the basic materials. The inner organization of the Script was to be such that practice on the materials should illustrate teaching procedures, and practice on procedures should review the materials.

The severe limitation of available time (84 class hours in all) dictated a careful intertwining in the Script of substance and method, to secure a maximum mutual reinforcement and to reduce the "newness" in any one hour to a single phase—using familiar procedures to practice new material, using familiar material to practice new procedures, and all the while increasing the trainees' practical mastery of the sentences and phrases they would be using in their own later actual teaching.

We believe that our assignment in the summer of 1958 was only one special case of what we have come to regard as a major general problem. Hence we are here presenting a report, description, and discussion of our experience and our thinking, for whatever value it may have for our colleagues who are or will be confronted by comparable assignments.

*Personal backgrounds: professional biographical sketches of the authors**

The first co-author's training was in Romance Language and Literature, with supplementary work in linguistics made possible through two ACLS grants for summer study. Her teaching experience has been chiefly in Spanish and in applied linguistics, and she has collaborated with Ernest F. Haden in preparing a manual for oral Spanish practice. Teaching in two summer seminars for the preparation of prospective teachers of Spanish in the elementary school provided a first experience with FLES and with the problems of teacher training on the elementary level. Further experience with the training of foreign-language teachers was gained during a year's work in Japan as a Fulbright lecturer in linguistics and the teaching of English as a foreign language (1956–57). During the spring and summer of 1957, as well as during a second visit to Japan April–September 1958 she worked with the English language project sponsored by the English Language Exploratory Committee (ELEC) of Japan. From time to time during 1958–59 she was a consultant for Foreign Languages to the U. S. Office of Education.

The second co-author has experience in Germanics. His training was in the conventional literary-philological curriculum of the 1920s. His teaching experience has been similarly conventional, largely under a succession of reading-objective grammar-centered textbooks. However, he was involved in an early ASTP language-and-area operation (Wisconsin, 1943–44), and has worked with Helmut Rehder to produce some orally-focussed textbooks. A literary enterprise has been a comprehensive three-volume Student's Edition of Goethe's *Faust*, during a decade of the 40s and 50s, in collaboration with Rehder and R-M. S. Heffner. His teaching in German and linguistics has been supplemented by a Fulbright year in Egypt 1954–55 continued by association with groups of Egyptian teachers of English currently working for doctorates at Michigan, Texas, and Cornell, and by four visits to Japan (1956–58) in connection with the ELEC project.

* Mrs. W. F. Twaddell has read earlier drafts of this paper and has made many suggestions which are incorporated in this version. She has had contact with the development of the Script as a non-professional interested observer, following the correspondence and being present in Japan during most of the planning and execution there in the summers of 1957 and 1958. In both Seminars she observed and reported on the progress and difficulties of the trainees, as a regular participant in the mealtime conversation activities.

2. *Assumptions*

[An oral-aural focus in beginning language study—The contribution of comparative linguistic analysis and classroom experience—The "average teacher" and "the oral approach"—The requirements for language teaching with an oral-aural approach]

An oral-aural focus in beginning language study

AMONG the colleagues now at work, preparing materials to meet various FL needs here and abroad, there is substantial agreement on one important point: the initial stages of school learning of a foreign language must have a focus on oral-aural practice.

This agreement is in harmony with theoretical arguments based on the nature of language. It also recognizes a practical fact of American life: in the late 1950s hundreds of thousands of Americans each year were taking their first trips to countries where English is not the national language. When that statistic is projected over a half-century of life expectancy for present school children, even without any assumption of a rising rate of travel, we conclude that a sizable fraction of the population will have a use for a foreign language. And common sense suggests that the fraction will include the more influential and useful Americans of the next decades.

But quite apart from any possible future practical use of an oral-aural command of a FL, the pedagogical realities are convincing to the experienced language teacher. We know that a language is a set of habits. The rules of grammar are descriptions of the habits of the people who use a language. Its phonetics is a description of muscular habits of its speakers. The vocabulary is a list of their habits of associating certain sequences of sounds (or letters) with certain kinds of experiences.

The ability to understand or use a language is simply the possession of the habits which make up that language. Effective understanding and use of a language means instant and accurate habitual comprehension and production of sounds and letters, sentence patterns, and appropriate vocabulary.

There is no time for puzzle-solving or applications of rules in the real comprehension and use of a language. In real use, the spoken words follow one another at the rate of several hundred a minute in speech; and as competent readers our pupils must be able to move along at least as rapidly. The childhood native-language (NL) habits have been deeply embedded by long practice, correction, and renewed practice under correction. If a FL is to be usable, it must consist of a set of habits which are as deep as the opportunities for practice and correction allow.

Everyone knows that habits are formed by performing rather than being told about performance. What modern linguistics and FL-teaching experience have shown is the extent to which our language behavior is habitual: not merely the obvious physical habits of moving our vocal organs to produce sounds and sound-sequences, but also the habits of signalling grammatical meanings by words or endings or sequence-features, or certain melodies or timing-factors or stresses, of which the user is entirely unaware on any intellectual level.

We all recognize that the learning of a FL in school cannot follow the slow natural processes by which a NL is learned in childhood. There isn't time, and the school learner is no longer the plastic unprejudiced infant who once acquired his NL. But the essential steps are and must be the same, although guided by an informed teacher and performed by a somewhat more conscious learner with the aid of intelligently designed materials.

The formation of language habits is the same for FL as for NL: practice, correction, practice. It is through stages of recognition, imitation, repetition, variation, and selection.

First the learner hears (or sees) an utterance, whether a sentence or phrase or word. This act of perception is followed by a recognition of its meaning, either from memory or from context or from overt explanation. Then the learner can

identify parts of the utterance as being recurrences of patterns or words previously experienced; these parts are recognized as meaningful and familiar. The unfamiliar residue is identified on one or another level: It consists of such and such familiar phonemes but is itself an unfamiliar morpheme. Or it consists of such and such familiar morphemes but is itself an unfamiliar idiom or syntactic unit. Whatever is unfamiliar (morpheme, idiom, syntax) needs to be associated with meaning. Once this association is established, the learner imitates what he has now recognized on all functional linguistic levels; and he imitates meaningfully. Through imitation of a model the learner produces what he has adequately recognized with semantic assurance. To begin the formation of a habit, he repeats; this repetition of a meaningful utterance is now guided by his own memory rather than as an echo of an outside model. Whenever his repetition (i.e. his memory) is imperfect, he must revert to direct imitation of the outside model before he resumes confirming the habit by repetition. After repetition has begun to establish the habit, the learner is led to vary this or that component of the model utterance to produce other expressions, which are partly similar to and partly different from the model he has been imitating and repeating. Such variations explore the patterns of partial similarity and partial difference tolerated by the structure of the language. Thereafter, the learner is guided to practice selecting the proper utterance to use in a particular situation to express a particular meaning.

Once a reliable habit of selective production has been formed, the understanding reception of that and related utterances is automatic, rapid, correct. This holds not merely for the meaning of a particular word or idiom. It is even more valid for the meanings of the grammatical patterns: sentence forms, grammatical affixes, compound constructions, phrases, syntactic constituents.

The work of the descriptive analysts has revealed the complexity of language habits, and we are nowadays aware of the enormous amount of practice needed to make these recognitions and variations and selections truly automatic and habitual and usable. When a FL habit differs structurally from a conflicting NL habit, hundreds of repetitions (simple repetitions, and repetitions within variation and selection practice) are needed to form and confirm the desired new habit. Indeed, the strategy of planning a FL class is precisely the organizing of classroom time to assure the necessary repetitions of the essential patterns, without attention-killing boredom.

Against the background of such knowledge of the nature of language, there is no escape from the conclusion that oral practice is the indicated basic vehicle of the first stages of language-learning. A model utterance can be imitated and repeated orally far oftener than in writing. So can its variations. An entire class of several dozen pupils can imitate, repeat, vary a basic model many many times, under a teacher's immediate guidance, as compared with any other form of practice.

Just as important is the immediate correction which oral practice permits. Any mistake (that is, the beginning of a bad habit) is corrected at once in oral practice and the appropriate desired habit is immediately substituted. In written practice, the best the teacher can do is put a red mark alongside the mistake long after the mistake has been made; and the pupil's correction of his bad-habit performance is hours or days after the error itself. And all too often the pupil's "correction" is a routine alteration of only the offending letter or word rather than a total fresh start at imitation or repetition of a desirable FL habit.

These two factors—the far greater intensity of guided practice, and the immediate remedial correction—make oral practice the basic classroom procedure in the beginning stage of FL habit formation.

The pace of reading and writing practice, and the most effective place in the language course to introduce reading and writing, vary greatly among the various NL-FL pairs; and the total length of the language course is a major factor in the decision when, and how, and how intensively, to supplement the oral work of the beginning stages. These questions are not the immediate concern of our discussion here, although we recognize their importance in any comprehensive program of FL learning.

The contribution of comparative linguistic analysis and classroom experience

The contribution of technical linguistics to the beginning stages of FL learning also varies greatly for various NL-FL pairs. For languages where there is no tradition or lore of school-learning, the work of the technical linguists is an indispensable first stage. When the first materials are devised to give Americans instruction in Nepali or Quechuan, we may be sure they will be based on a searching comparison of the linguistic structures of the FL and of American English.

With the more familiar NL-FL pairs, there is a tradition which more or less realistically corresponds to the observations of classroom teachers. This tradition recognizes certain points of "stubborn difficulty" for learners, and the existing textbooks reflect the recognition. To be sure, this tradition like all traditions perpetuates some unsound folklore along with realistic observations, and an injection of scientific method can be a contribution.

The function of comparative structural analysis is to indicate where practice is needed, and to suggest the efficient distribution of intensity of practice. On all levels of linguistic structure, comparison can guide planning. In pronunciation, comparative phonemics and allophonics predict difficulties of perceiving and producing, and the intensity of practice can be correspondingly adjusted. Similarly in grammar: where the FL has a singular-plural distinction and the NL does not, or vice versa, the practice must be quite differently distributed from that in the situation where both NL and FL distinguish singular from plural, or where both also distinguish a dual.—Even in the "familiar FLs" there is probably room for improvement in this respect: one thinks of the carry-over from Latin teaching (where an un-English structure of the passive requires considerable practice) to modern language teaching; many of us have spent too much time "changing actives into passives and passives into actives" instead of doing a judicious amount of habit-forming practice on passives as such.

We are aware that the technical linguist's contribution is only part of the task of building practice materials. He tells us, objectively and directly, where the conflicts between NL and FL habits are to be expected and hence where practice must be intensive. But he cannot, qua analyst, tell us *how* that intensive practice is to be directed. The experienced classroom teacher who knows the zone between boredom and insufficient practice has an indispensable contribution to make in the construction of effective teaching materials.

We are assuming, in our description and discussion of a teacher-training program, that there exists or will exist a body of classroom materials which are reasonably constructed with due regard both to the findings of technical linguistics and to the experience of classroom teaching. If the existing materials are deficient in either respect, the teacher-training materials can and should do something to counteract the deficiencies.

"The average teacher," and "The oral approach"

The trainees whom we think of as participating in a retraining program are "average language teachers." They have a record of actual classroom experience, backed by a suitable professional training in psychology and education. They possess a certain reading ability in the FL and a certain theoretical knowledge of its grammar. Few of them have been able to spend much time studying and living in the home countries of the languages they teach. Many of them lack accuracy and fluency in speaking and listening; and few of them have any experience in presenting the first year of a FL using the techniques of oral practice.

A conscientious teacher as described above is often hesitant to undertake an oral approach in his classes. He knows that his conversational fluency in the FL is not adequate, that his pronunciation is faulty and that his practical grammatical control is insecure, that he lacks experience in listening to and understanding native-speakers' conversations, and that many of his familiar classroom procedures are inadequate to the needs of conducting a language class with an oral approach. In part, the hesitancy is mere over-modesty or based on a misunderstanding of the real, limited requirements

of teaching using textbooks with an oral approach. In part, of course, the hesitancy is based on real gaps in the teacher's training, and on a lack of opportunities for practice.

In terms of USA needs, such "average" teachers are a large group who could be helped by a well-organized retraining program.

There is another group, of radically different background, which fortunately could also be helped by the same kind of program—except that in their case it would be a training, not a re-training, program. This latter group is composed of those teachers who are certified to teach some subjects other than FL but who, in emergencies, are called on to take an assignment in some FL with which they have had some experience in their previous education.

With the rapidly spreading introduction of FLs into schools at new levels, and the introduction of new FLs alongside established ones, a serious problem is being faced by administrators. The new teaching assignment often does not at first justify the appointment of a full-time specialist teacher, even if such were available. The practicable procedure in most cases will be to re-assign a teacher already on the staff to the new FL course.

This re-assigned teacher will sometimes be bilingual or semi-bilingual in the FL; then some training in FL teaching techniques will be the prime need—perhaps also some intensive re-training from a regional to a standard pronunciation. More often, it will be a teacher whose record shows some courses (often quite a few years in the past) in the desired FL; in such cases, intensive refreshing and correction is called for along with training in FL techniques.

Admittedly, such trainees even after the best-designed retraining course will be far short of our concept of the ideal language teacher. But we must be realistic; these people will be our part-time language teachers, at least for some years. And if the desired expansion of FL teaching in USA is to take place, and take place at a satisfactory pace, we simply cannot wait for the appearance of the required number of fully-trained full-time FL teachers; we must take steps to provide sufficient numbers of part-time, emergency-retrained teachers who can perform competently in the limited domain of beginning FL courses with an oral approach.

The requirements for language teaching with an oral-aural approach

Some perspective on the dimensions of this task of teacher-preparation may be gained from considering the minimum requirements for effective teaching of a beginning FL. Many administrators of elementary and junior high schools hesitate to add FL study to their programs—and many experienced teachers on these levels who have studied "a little" French or Spanish or German or Russian hesitate to volunteer their services when such additions to the curriculum are proposed—because of a misunderstanding and over-estimating of the special abilities required of a teacher using an oral approach.

One very common error is the notion that only a teacher with a wide range of conversational ability can conduct oral practice in the classroom. This error reflects a mistaken concept of the function of a teacher in a beginning FL class. His function is to help the pupils establish reliable, correct, firmly-practiced habits in the language, not to chat with them in that language on a wide range of topics. To build these habits, the teacher must guide the pupils to a thorough control of a very limited part of the FL as a firm, secure foundation for their later more rapid progress. The establishment of the new language habits requires intensive well-planned practice on a severely limited body of vocabulary and sentence patterns. In this development of his pupils' new FL habits, the teacher has three indispensable roles:

First, he serves as a model for his pupils' imitation. For this role he needs an accurate control of the pronunciation and the sentence structures of the materials his pupils are to learn—those and nothing more. He need not, and he should not, use any more of the FL in his pupils' hearing. His knowledge of French, Spanish, German, Russian, or Swahili, for purposes of teaching those particular pupils, is precisely and exclusively the exact French, Spanish, German, Russian, or Swahili sentences which he is using as teaching materials.* Often,

* A limited and desirable exception is the use by the teacher of certain classroom expressions and directions which it would be unrealistic for the pupils themselves to use but which fit into the real situation and furnish useful

of course, the teacher will be aided in his role as model for the pupils' imitation by specially prepared tape or disc recordings. We visualize as ideal the combination of optimal audio aids and the well-trained teacher, whose live voice supplies what no tape can fully supply: freedom from mechanical defects, flexibility, and the important accompanying facial postures and gestures.

The teacher's second role is that of judge of the pupils' accuracy. If he himself has thoroughly learned the material, he will hear his pupils' departures from the desired correct habits. (Incidentally, as he notices his pupils' difficulties and counteracts them, his own productive control is sharpened and he becomes an even better model for imitation.) In this role of judge of the pupils' accuracy, the teacher must draw upon both his own secure control of the desired habits and his theoretical knowledge. His knowledge of the points of conflict between the pupils' NL habits and the structure of the FL will enable him to foresee and understand the pupils' difficulties, as well as to determine the appropriate kind and intensity of practice to overcome them.

In his third role, the teacher serves as a manager, a stage director, an orchestra conductor of the oral practice—a function which only the classroom teacher can perform. The textbook furnishes the text for the basic sentences to be introduced and practiced, and gives general directions for developing the pupils' control and versatility. But no two classes require the same amount of practice, and it is the teacher's task to continue the various indicated activities to that point which represents the balance between insufficiency and fatigue, and to give to the FL practice a tone of well-planned effective performance.

As audio aids gain acceptance as part of the regular classroom equipment, and as publishers of elementary FL materials continue to make available recordings of the basic sentences and dialogues in their texts, it is becoming clear how carefully prepared tapes can supplement the teacher in certain aspects of his three roles.

Recordings of native speakers of the FL can supplement the teacher's voice in providing a model for the pupils' imitation. A tape recording provides a uniform, consistent model. It is free from the human tendency to vary a stress or melody through over-correction of a pupil's mistake. A recording can inspire the pupils' confidence as being unquestionably genuine FL, and can relieve the teacher of the burden of supplying sufficient repetitions to provide ample listening practice.

A foreign language laboratory with individual booths and provision for supervisory monitoring offers many advantages: greatly increased individual production by the pupil, equalization of hearing opportunity, a sense of intimacy (reduction of the "air-gap") and privacy which may be helpfully reassuring for the beginner.

The tape as model for imitation has certain definite limitations. The best of recordings and tape playbacks are subject to mechanical imperfections, and the live voice is still an almost indispensable first model. Since a tape has no face, it can provide neither the important facial gestures and postures which accompany speech nor the help via lip-reading, which all of us consciously or unconsciously practice. Further, unless the teacher has considerable skill in the manipulation of audio equipment, the necessary starting, stopping, and rewinding of tape can be both time-consuming and distracting in the classroom. And, of course, whereas the teacher can move about the room to be sure that he is heard clearly by all the pupils, undue dependence upon recorded material as the model for class imitation can put pupils in some sections of the room at a disadvantage.

Tapes can aid the teacher in his second function, as judge of the pupils' accuracy, in setting a standard by which the class performance is measured. The tape's role here is an auxiliary one, for only the teacher can notice and comment upon a pupil's deviation from the desired standard.

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listening practice. The meaning of such expressions or directions should, of course, be self-explanatory or be carefully explained. The teacher who is fortunate enough to have more than a minimum conversational ability in the FL is often tempted to comment in class on some unusual classroom event or situation. This temptation should be yielded to only when the teacher is sure that in doing so he does not transgress the delicate line between genuine enlivenment of the classroom and confusion or frustration for his pupils. Teachers who are native speakers of the FL are under a particularly strong temptation to err in this direction.

It is only after a number of hours of guided practice that the pupils can begin to hear their own mistakes or notice the ways in which their performance differs from the model utterance. The beginning FL pupil, left on his own to imitate a recording and monitor his own production, will continue to mispronounce because he continues to hear the model in terms of his NL habits of sound discrimination. (The length of time, in terms of class hours of supervised instruction, during which the pupils will continue to hear the FL models inaccurately—i.e. filtered through the screen of their NL habits of discrimination—and are therefore unreliable judges of their imitative production, varies according to the degree of difference between the sound systems of the FL and the NL, and of course from pupil to pupil. During this period, self-monitoring via dual-track playback is discouraging or misleading.) Throughout the initial stages of practice in discriminating and producing unfamiliar sounds and patterns of rhythm and melody, the pupil is dependent upon a teacher who is monitoring to detect errors at the predictable points of difficulty and to direct the needed corrective practice.

Once a pupil's mistake has been noticed by the teacher, the recording serves as the criterion to convince the erring pupil and his fellows that there really was a difference between the recorded sentence and the pupil's imitation. This use of a recording reinforces the teacher's prestige: it is the teacher who notices and comments on the difference between the model and the faulty imitation.

3. The 1958 "Seminar Script" in the ELEC project

[A "profile" of the trainees—The need for a Training Script—Scope and detail of the Script—Essential competences to be supplied by the Script—Basic structure of the 1958 Script]

A "profile" of the trainees

THE trainees who participated in the 1957 and 1958 ELEC Seminars in Japan were young teachers, who were regarded by competent judges as "promising" on the basis of their performance in the classroom. Aside from their relative youth, they were quite comparable to a large fraction of the FL-teaching profession as we know it in the USA. They had had a standard preparation for the teaching of a FL (English, in this case). Their preparation usually included a standard language-and-literature major and a prescribed complement of courses in Education. They had a fair-to-excellent reading knowledge of English; their writing in English was fair-to-good. (Their formal training in English had covered about ten or eleven years, including school and university, most of it in the post-war period with its strong American influence.) They were uncommonly good teachers, for their experience, in English classes primarily oriented toward grammar-reading-translation objectives. Their oral control of English ranged from poor to fair; they frequently failed to understand and were frequently incomprehensible in conversation. They were familiar with effective classroom devices and procedures for elementary instruction with grammar-reading objectives; they were unfamiliar with (and hesitant to attempt) the methods appropriate to an oral-approach beginning classroom, since they rightly distrusted their oral command of English.

The need for a Training Script

The preceding descriptions have outlined the requirements for effective teaching of a beginning FL, and have pictured the Japanese teach-

ers before the retraining Seminars. The difference between the two was a definition of our task for the 1958 Seminar. The severe limitations on the time available demanded the sharpest possible focus on the truly indispensable factors, and a hard-boiled readiness to accept truly minimum skills at the end of the Seminar. The teacher retrained by the Seminar would certainly be far short of any ideal of a FL teacher; but if he or she could be equipped to conduct a first-year English course in a reasonably satisfactory manner, the Seminar would have performed its function.

Three kinds of pitfalls had to be avoided in planning the Seminar activities: (1) mere inspirational exhortations to the teachers to improve themselves; (2) mere samples of classroom activities suitable for children beginners, but very wasteful as inflicted on mature teachers who were already in command—however shaky command—of the vocabulary and basic grammar which the real children beginners acquire slowly and laboriously; (3) diffuse general discourses on the foreign cultural background, or on theories of language teaching, or on technical linguistics. Some of these ingredients could be defended as desirable contributions to the formation of an ideal FL teacher, but in the practical situation as it existed they were luxuries for which a time-limited Seminar had no room. Similarly, random conversational practice with native-speakers of the FL is a desirable experience, but it had to be kept as a peripheral activity, and not allowed to sap the trainees' energy unduly nor distract them from the primary task of mastering those minimum competences for the teaching assignment which faced them.

The instrument to guide the activities of the Seminar was a full set of lesson plans, which came to be known as "the Script." It had several functions which were considered indispensable to the efficient conduct of the Seminar:

To insure parallel activities in multi-section class hours.

To insure consistent, cumulative, and complete practice on the essential English sentences and constructions.

To provide multiple reinforcement in the various types of Seminar class hours.

To provide the trainees with material for study and review outside the classroom.

To be a record of the 1958 Seminar, and to serve as a basis for desirable improvements in subsequent Seminars.

Scope and detail of the Script

One consequence of the time limitations in a practical retraining situation is an extremely tight control of the activities. The authors of the Script have to insure that there is a minimum of leeway for time-wasting in the few hours available; and this demands an explicit formulation for every fraction of every class hour. From an ideal standpoint, this is regrettable, since individual initiative and invention have little scope under such a Script. But any realistic appraisal of the tasks of a retraining program leads to the recognition that the trainees need reassuring guidance, not scope for initiative and invention, in a form of teaching which they do not yet understand, and in which they have had no experience, and which they are nervous about having to undertake in the near future.

Certainly the Script should provide a basis for later adaptations by the trainees to their particular teaching requirements. But the primary need of those trainees is confidence and guidance in an unfamiliar teaching assignment. As teachers, many of them are and will be drastically overworked, with little time or energy for planning individual teaching campaigns—certainly not the first time they undertake the new FL assignment. Programs designed to prepare for teaching later years of the FL should be designed to give practice in trainee-initiative (presumably to trainees who have already had the basic retraining); and increasingly in such later programs the practice will give scope for individual modifications of the sound fundamental teaching procedures. But for the situation we are describing, the trainees would have been ill-served by exercises in premature initiative; what they needed was the minimum equipment to function adequately in a difficult and frightening new assignment. At this stage, competence and confidence are the prime goals; invention and adaptation can and must come later.

Essential competences to be supplied by the Script

Hence the Seminar Script had to focus primarily on building up a control of the minimum competences, and secondarily on providing a background of basic principles. The basic principles, indeed, had to be immediately related to the practice of the minimum competences; if that relation could be displayed clearly, there would be a residue of implication for the enterprising teacher to make later the intelligent adaptations and individual inventions to meet his or her special local needs.

The minimum competences, and the basic background principles as well, fell into three categories:

(1) Pronunciation and grammatical control of the actual FL material to be taught in the first-year course. Here the standards must be very high; the trainee simply must be equipped to produce that first-year material accurately, quickly, and with comfortable assurance. For he is to be the model of his pupils, and the judge of his pupils' performance of precisely that material.

(2) An understanding of the most salient conflicts between the two linguistic systems—that of the pupils' NL (Japanese) and that of the FL (English)—in order to anticipate the most stubborn difficulties of his pupils and to be intelligently patient in dealing with them.

(3) A control of usable classroom procedures and devices adapted to effective pupil practice of the first-year material.

In all three categories, the Script primarily had to supply practice to bring the trainees to the maximum competence attainable within the time limitation. Secondarily, the other two categories (linguistic comparison, pedagogical direction) should be enriched by apposite discussion of the basic principles underlying the specific examples, for later use by enterprising teachers.

Practice to assure control of the FL material of the first-year course was directed toward pronunciation and grammatical control. Obviously, the trainees did not need practice in vocabulary as vocabulary: i.e., they certainly already knew the meanings of all the words in the elementary course—as meanings. They needed practice in pronouncing those words acceptably, not in associating them with their meanings. Similarly, they knew all the grammatical rules exemplified in the first-year course—as grammatical rules. They needed practice in forming unshakeable habits of producing English sentences which accorded with those rules.

Hence, the needs of a trainee in the Seminar were radically different from those of his future pupils in the classroom, although the FL material might be the same in both cases. Herein lies the raison d'être of the Seminar Script. For mere samplings from a pupil's textbook cannot serve the trainee, whose needs are for a very reliable accuracy within a predetermined fraction of the FL, rather than the beginner's gradually increasing familiarity with that fraction. It is for this reason that the pupil's textbook cannot be used directly for teacher-training purposes, since that textbook is to be the teacher's instrument, not the source of his knowledge.

From language-pair to language-pair, there will be varying emphases on this or that aspect of pronunciation. In the Japanese Seminar, it was considered most efficient to concentrate on the factors of English rhythm, timing, stress, and melody, since these are most often the chief deficiencies of the partly trained FL teacher. And since these aspects of speech are among the most deep-seated of learned habits, they represented the most serious conflicts between the trainees' NL usage and that of the FL. In overcoming those conflicts, the lesser difficulties with the vowels and consonants of the FL tended to be overcome as incidentals in the overall imitation and repetition practice.

In the domain of grammar, the task of the Seminar was to replace a theoretical knowledge of rules with a reliable habituation to the correct major sentence units of the FL. Comparative grammatical analysis of the two languages had indicated the points at which intensive practice was required to bring the trainees to automatic control of the proper sequences and combinations, especially those where his NL habits (and those of his future pupils) are most likely to produce incorrect word-for-word transfers. As with pronunciation, the problem of the Script writers was to distinguish clearly between the needs of the trainee-teacher and those of the real beginning pupil, and to design the

Script for the former. Intensive and varied practice to assure complete control of the basic grammatical patterns was the business of the Script, not a cautious gradual introduction of the grammatical structures themselves. In grammar, as in pronunciation, the trainee needed a certain amount of comparative analysis, so that he could understand the basis of his pupils' difficulty in the conflict between their NL habits and the usages of the FL. And, as in pronunciation, this linguistic analysis had to be as non-technical and non-frightening as possible, with a minimum of jargon.

Basic structure of the 1958 Script

After our experiences with the first (the 1957) Seminar, we corresponded extensively and at three meetings conferred at length. We recognized that the 1957 Seminar had required improvisation by us and had placed uncommon demands upon both our Japanese colleagues and the American junior trainers, as an emergency first trial; any continuation and expansion of the retraining program would have to be based on a much better planned and much more detailed set of lesson plans for trainers and trainees, to spare all concerned the strain of extempore decision and execution, and thus free energy for the efficient presentation and practice of the truly essential content of the program. It was from these discussions that the general notion of a specific retraining-focussed Script emerged and was gradually elaborated in overall outline. The practical detailed structure of the 1958 Script was settled in the last half of June when we resumed full-time collaboration in Tokyo.

We knew then that the August 1958 Seminar would consist essentially of fifteen days of six hours each. The gross division of the material into fifteen parts was thus given. For purposes of terminological convenience in our planning, we called each of these fifteen parts a "Chapter," in order to avoid any confusing associations with such terms as "lesson, section, unit." Within each of the fifteen "chapters" we adopted the neutral terms "hour" or "sub-section" to describe each of the six smaller components: it was sometimes useful to distinguish between an "hour" of teaching on such-and-such a day and a "sub-section" of Script to direct that hour's teaching.

A first major division within Chapters was into a "first three hours" and a "second three hours." The first three hours were to be primarily focussed on presenting and practicing the actual sentences, phrases, and their pronunciation and grammatical structures. The second three hours were to concentrate on preparing the trainees to direct their future pupils' learning of those sentences and phrases through practice in the future classroom. In each half of each Chapter, the complementary focus was to be reinforced: In the first ("contents") half, there should be reviews of the earlier practiced classroom devices and procedures; in the second ("methods") half, there was to be a continuation of practice of the preceding content.

Within each half, the structure was to be of a sandwich-nature: vigorous trainee-activity in the beginning and end, with an intervening hour of more dispersed trainee-activity.

In the first half—the "content" half—the intervening hour would be a discussion, in Japanese, of the linguistic cruces of the content: a non-technical examination of conflict points resulting from structural differences between Japanese and English in pronunciation and grammar. In the second half—the "methods" half—the intervening hour was to be an introductory exposition of a particular classroom procedure appropriate to an oral approach, and then a battery of graded exercises to supply practice in applying that procedure; of course the "content" of this "methods" exercise was to be taken from the first half of the Chapter.

Within each half-chapter, the beginning hour was primarily for reception and guided imitation by the trainees, the last hour for production by the trainees and correction by the trainers. In the first half, the beginning hour was intensive trainee practice of the key sentences and phrases, the last hour was individual production and individual practice after correction. In the second half, the first hour was trainee participation-as-pupils in a demonstration lesson, the last hour was practice-teaching by trainees.

Thus there evolved a six-part structure of each of the fifteen Chapters:

1 First presentation and practice
2 Linguistic analysis and teaching problems
3 Further presentation, and reading practice

• • •

4 Demonstration lesson
5 Classroom procedures and devices
6 Practice teaching

The term "Seminar Script" seemed an appropriate one to characterize this particular kind of teacher-retraining text. In detail like that of a dramatic or movie script, it included all that was presented, practiced, and discussed during each of the 84 class hours of the three-Seminar. (For special reasons of scheduling, three of the fifteen Chapters were treated in a more compressed fashion to provide an opportunity for two three-hour workshop periods.)

In the section which follows, this inner structure will be illustrated; and certain minor modifications which we would now (after the work on the 1958 Script) recommend are sketched for whatever use they may be to our colleagues and to administrators who may find themselves responsible for teacher-retraining programs in one or another capacity.

4. Description of the 1958 Seminar Script

Sub-section I: First presentation and practice

THE first class hour (in the Script, the first sub-section of each of the fifteen chapters) was devoted to the presentation and practice of sentences which included "new" vocabulary and grammatical structures. The trainees met in groups of about twenty, and each group was taught by one of the American junior trainers. In this one hour, the trainer presented material roughly equivalent to what would be a full week's work under ordinary classroom conditions. The work was largely choral at first, and the "new" sentences were introduced chiefly by the techniques of mimicry-memorizing.

The key sentences were divided into groups of five or six, each group exemplifying one grammatical construction. Each such group of sentences had a descriptive label in grammatical terms like "Negative interrogative forms," "Possessive 's," "Plural forms," etc. In order to provide variety and a change of pace, each group of new sentences was followed by short practice dialogues or question-and-answer sequences. The method of presentation, however, was designed for the attention span of adults. Since the trainees were already familiar with the vocabulary of the key sentences, the objectives of this first sub-section were the practice of pronunciation and the gaining of assurance with the grammatical constructions. This focus determined a difference of presentation from what would be found in a pupil's textbook.

[Sample of First-Hour material, from Chapter III]

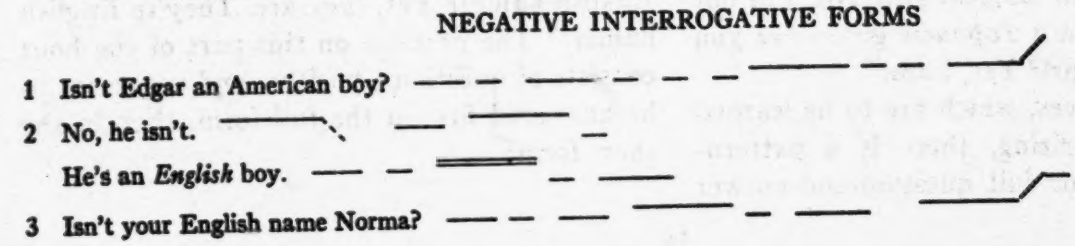
CHAPTER THREE: First presentation

(The usual "Good afternoon" greetings. At the end of the hour, the "Good-bye" formula of parting.)

New vocabulary

an American	man	father	grandfather	old
an English	woman	mother	grandmother	young

NEGATIVE INTERROGATIVE FORMS



4 Yes, it is.
My English name is Norma.
5 Isn't your friend's name Masako?
6 Yes, it is.
Her Japanese name is Masako.

Practice on Negative Questions

T-Cl, T-P, P-P [Teacher-Class, Teacher-Pupil, Pupil-Pupil]

A Isn't Norma an English girl?
B No, she isn't. She's a *Japanese* girl.
A Isn't Norma an English name?
B Yes, it is. It's an English name.

o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o

For the first question of the next practice, the trainer looks directly at one pupil, whose English name he uses; then the trainer points to another nearby pupil.—"*ABC" is used to indicate that the trainer should use a pupil's real Japanese or English name; "*XYZ" indicates that the trainer should supply an "incorrect" name in order to elicit a negative answer.

A *ABC, isn't /he/she/ a Japanese /boy/girl/?
B Yes, /he/she/ is.
A Isn't /his/her/ Japanese name *XYZ?
B No, it isn't.

o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o

T-P, P-P

A Isn't your Japanese name *ABC?
B Yes, it is.
A Isn't your English name *XYZ?
B No, it isn't.

o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o

T-Cl, T-P

A Isn't your friend an English boy?
B No, he isn't. He's a *Japanese* boy.
A Isn't his Japanese name *XYZ?
B No, it isn't.
A Is his English name *XYZ?
B No, it isn't.

o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o

A What's your friend's name?
B My friend's name is *ABC.
A Isn't *ABC an American /boy/girl/?
B No, /he/she/ isn't.
A Is /he/she/ an English /boy/girl/?
B No, he/she/ isn't. /He's/She's/ a *Japanese* /boy/girl/.

o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o

The second part of the First Hour material for this Chapter consists of seven more key sentences extending the interrogative pattern. The heading is: "Are you? Aren't you?"—"I am, I'm, I'm not." The key sentences are: "Are you a young boy?—Are you an old man? No, I'm not. I'm not an old man. I'm a young *boy*.—Aren't you an English girl? No, I'm not an English girl. I'm a *Japanese* girl.—Are you a young Japanese girl? Yes, I am."

After the sentences, which are to be learned by mimicry-memorizing, there is a pattern-practice exercise for full question-and-answer drill on these new verb-pronoun forms.

The third part of the sub-section proceeds similarly with key sentences illustrating third-person plural forms: "Frank and Edgar are boys.—Are Akio and Jiro Japanese boys? Yes, they are. They're Japanese boys. They're not American boys.—Aren't Norma and Edgar English names? Yes, they are. They're English names." The practice on this part of the hour consists of questions, positive and negative, to be answered first in the full form, then in the short form:

Aren't Akio and Jiro young boys?
Aren't Masako and Taro Japanese names?
Are Jiro and his friend Japanese boys?
Aren't Masako and her friend Japanese girls?
Are Akio and his friend American boys?
Aren't Edgar and Betty Japanese names?

Answers:

First, full: "Yes, Akio and Jiro are young boys." "No, Akio and his friend aren't American boys."
Then, short: "Yes, they are." "No, they aren't."

Sub-Section II: Linguistic analysis and teaching problems

In the second hour, the entire group of sixty trainees met together. This class was conducted in Japanese by one of the Japanese linguists: Takashi Kuroda, Akira Ota, Tsutomu Makino. It consisted of a technical discussion of the "new" grammatical and phonological points covered in the material of the Chapter. The lecturer dealt with the specific difficulties in pronunciation, word order, etc., which beginning Japanese pupils would encounter due to conflicts between the new English patterns and their own NL habits.

A mature technical discussion of the problems inherent in FL learning for the pupils (and also for the trainees!) was needed for its own sake, as a body of useful professional information. This Second Hour also constituted a desirable relief between the strenuous practice of the First and Third Hours, and it satisfied the trainees' legitimate intellectual curiosity as adults.

In the actual 1958 Seminar Script, the sub-sections prepared for the Second Hours consisted of analytical notes, listing the topics to be discussed by the lecturer and furnishing the examples. In effect, they were careful lecture notes prepared in advance to insure accurate reminders for the trainees' later study, and to reduce blackboard writing by the lecturer and notebook copying by the trainees.

In the second sub-section of Chapter Three, eleven "pronunciation points" were listed, such as:

1 Melody of "What's your grandmother's name?"
3 Lip-rounding in "Norma, old."
5 /f/ in "Frank, friend, father, grandfather." Note especially the /fr/ cluster.
9 "woman" /wu/ is difficult for a Japanese speaker to pronounce.

Minimal-pair practice was supplied: "set/sat, pen/pan, lend/land, pet/pat, met/mat." (No attempt was made to limit the word-pair practice to the vocabulary of the Script; it was enough to assure the trainees that the contrasts were crucial ones in English phonology, and to practice them as such.)

Six "structure points" were listed, such as:

Negative question beginning with "Isn't."
"Are you a young Japanese girl?"—the order of the two adjectives cannot be changed.
"Yes, they are."—*they* is a substitute for "———— and ————."
A cultural note: Many English names are almost the same for men and for women: "Norman/Norma, Gene/Jean, Francis/Frances."

The special conditions under which the 1958 Script was prepared and used dictated the above form for the sub-sections for the Second Hours. Since the underlying basic textbook was in 1958 still in a preliminary state, it would have been wasteful to attempt a full written discussion of the linguistic aspects of each Chapter. However, for an ideal Script, we think of a decidedly different function and form for the Second Hours.

In our judgment, the Second Hour material should conform to the principle that trainees should not spend time listening to a lecture, if the material of that lecture can be studied by them in their own NL: reading in their own language is more rapid, more effective, and more permanently available for review, when the content is intellectual and technical. Class time should be maximally available for relevant practice which the trainees can get only in classes, not for substantive matter which can be put into print for them to study.

A future, better form of Second-Hour material, as we see it, should be something along the general lines of Sub-section Five, to be described later. A discussion of some important feature of linguistic structure should be the first part of Sub-section II, to be studied by the trainees before the actual class. Just as the existing Fifth-Hour discussion treats some one phase of classroom pedagogical procedure and devices, so this projected Second-Hour discussion should treat one linguistic phase of the materials being practiced in the retraining program. The totality of such discussions should

constitute, by overt exposition and by exemplification, an introduction to the basic principles of structural linguistics as applied to very specific practical teaching problems, just as the totality of the Fifth Hours constitutes a pedagogical survey.

In the nature of the material and the real classroom situation, the linguistics of the Second-Hour materials preparing teachers for truly elementary work would focus on phonology. (Presumably subsequent programs, for trainees expecting to teach intermediate and advanced courses in the FL, would use Second-Hour materials dealing with morphology, syntax, and even stylistics.)

Again parallel to the Fifth Hours, the ideal Second Hours would provide opportunity for practice by the trainees, coordinated with both the theoretical exposition and the actual vocabulary-and-grammar content of the Chapter. As a specimen, here is a sample from a possible Sub-section II of Chapter Three, here presented not as a record of the 1958 Script but as an illustration of the format we have in mind.

The exposition would build on a previous discussion of sentence melody in Chapter Two, in which simple definitions of pitch and melody had been given, the differing functions of pitch in Japanese and English had been discussed, and the English pattern of mid-high-low had been practiced as such, with the trainees beginning to use the intonation symbols and to direct the oral practice on the basis of the symbols.

The Chapter Three exposition would review the mid-high-low pattern, and introduce two important new intonations: the mid-high-rise for short "Yes-No" questions, and the mid-high-mid for the first part of "long" sentences. (There would be a note on the fact that these are the simple English intonations, that there are important variants to be studied in later Second Hours.) Only one major variant need be added in this Chapter Three exposition: the extra-high pitch of contrast,* used in negative answers with correction of one part of the question: "No, I'm *not* an English girl; I'm a *Japanese* girl." or "No, I'm *not* a Japanese woman; I'm a Japanese *girl*."

The exercises would be designed to insure a maximum of confident correct performance. One of the sentences from the First Hour, along with its intonation marking, is a model for each part of the practice. Then five or ten other sentences of the same pattern are presented without intonation markings. The practice consists in having various trainees at the blackboard, each to mark the intonation (syllable by syllable) of one of these practice sentences, and then to call for a single repetition of that particular sentence by the rest of the trainees.

* As illustrated on page 19, the extra-high pitch is combined with the mid-high-mid intonation for closely consecutive sentences.

A Aren't you an English girl? — — – ——— – ——/

1 Aren't you an American girl?
2 Aren't you a Japanese girl?
3 Aren't you an English boy?
4 Aren't you an American boy?
5 Aren't you a Japanese boy?
6 Isn't she an English girl?
7 Isn't she an American girl?
8 Isn't he an English boy?
9 Isn't he a Japanese boy?
10 Isn't he an American boy?

B Isn't your English name Jack? —— – —— ——— – —— ——/

11 Isn't your English name Jane?
12 Isn't your friend's name Bob?
13 Isn't your friend's name Bill?
14 Isn't your friend's name Ann?
15 Isn't your friend's name Frank?

C Isn't your English name Norma? —— – —— ——— – —— ——/

16 Isn't your English name Edgar?

17 Isn't your Japanese name Taro?
18 Isn't your Japanese name Ueda?
19 Isn't your friend's name Warren?
20 Isn't your friend's name Jiro?

D Isn't your English name Archibald?

21 Isn't your Japanese name Tanaka?
22 Isn't your Japanese name Yamada?
23 Isn't your friend's name Yamada?
24 Isn't your friend's name Masako?
25 Isn't your friend's name Akio?

E Yes, it is.

My English name is Jack.

26 Yes, it is. My English name is Jane.
27 Yes, it is. My English name is Bob.
28 Yes, it is. My English name is Bill.
29 Yes, it is. My friend's name is Ann.
30 Yes, it is. My friend's name is Frank.

F No, it isn't.

My English name *isn't* Norma.

31 No, it isn't. My English name *isn't* Edgar.
32 No, it isn't. My Japanese name *isn't* Taro.
33 No, it isn't. My Japanese name *isn't* Ueda.
34 No, it isn't. My friend's name *isn't* Warren.
35 No, it isn't. My friend's name *isn't* Jiro.

G I'm *not* an English girl.

I'm a *Japanese* girl.

36 I'm not an American girl. I'm an English girl.
37 I'm not a Japanese girl. I'm an English girl.
38 I'm not an English boy. I'm an American boy.
39 I'm not an American boy. I'm an English boy.
40 I'm not a Japanese boy. I'm an English boy.
41 She isn't an English girl. She's a Japanese girl.
42 She isn't an American girl. She's an English girl.
43 He isn't an English boy. He's a Japanese boy.
44 He isn't a Japanese boy. He's an American boy.
45 He isn't an American boy. He's a Japanese boy.

Such exercises should have, like all parts of a Script, various useful purposes beside the principal one. The practice sentences involve adjustment to different syllable structures ("English," "Japanese," "American"), so that a completely mechanical copying of the model intonation is insufficient. Naturally, along with the intonation, some major grammatical points of Chapter Three are being practiced: in this instance the negative question form and the difficult answer formula. There is also contributory review of the pronouns and associated verb forms.—The various English names present pronunciation features (clusters, final consonants) well worth practicing. The Japanese names, which in an English sentence have to be distorted into a stress pattern and a syntactic rather than lexical pitch pattern, are impressive reminders of differences between the English and Japanese supra-segmental phonemes.

On the linguistic side, the exercise is primarily devoted to intonation practice. But it also provides further pedagogical practice of the mimicry-memorizing techniques which occupy the Fifth Hour of Chapter One. If it is considered desirable, the intonation practice could be used in part to provide additional practice in the use of tapes, which was the topic of the Fifth Hour of Chapter Two.

One consequence of using the Second Hours for such linguistically-oriented exposition and practice would be the possibility of relegating

the detailed "pronunciation points and structure points" to a set of Notes for evening study by the trainees. There would seem to be no essential virtue in having these teaching problems discussed orally by a lecturer; a somewhat full printed presentation, in the trainee's language, ought to be as satisfactory. Judicious planning could assure useful interlocking of the general discussion of the Second Hours with the specific "points" of the various Chapters; the "points" could anticipate a later general discussion or could refer back to a preceding general discussion when appropriate.

In summary: we describe as an ideal Second-Hour format one with suitable intellectual content in the form of relevant linguistic theory exemplified by the FL material of the Script and aimed at realistic use by the teacher in his classroom.

Sub-section III: Further presentation and reading practice

Sub-section Three, covered during the third class hour, continued the presentation and practice of "new" vocabulary and grammar items in the Chapter and completed the work begun in Sub-section One. For this hour, the trainees met in groups of ten, and each group was directed by one of the American junior trainers. Since the practicing group was small, there was opportunity for individual as well as choral work, and the instructors were able to give attention to individual problems of pronunciation.

In addition to the groups of sentences illustrating vocabulary and sentence patterns, the third sub-sections of all Chapters after the first contained exercises called Dialogue Reading Practice. These exercises consisted of conversations to be practiced by individual trainees, who read the various character parts. This practice forced the trainees to produce sentences without the guidance of the teacher's model pronunciation. Thus any remaining difficulties in pronunciation became readily apparent and the trainers could determine which points required practice. The dialogues also revived vocabulary items and sentence types which had not recently been intensively practiced, thus refreshing memories.—In the preparation of materials for the 1958 Seminar, Prof. Mary Lu Joynes displayed special skill in the composition of these rather intricate practices, and she drafted all of the Dialogue Reading Practices in the Script.

[Sample of Third-Hour material, from Chapter III]

CHAPTER THREE: Further practice

Review of the 18 sentences of 3.1.

POSSESSIVE 's

19 Akio is a boy's name.

20 What's your friend's English name?

21 What's your father's name?

22 Isn't your mother's name Setsuko?

23 His father's father is his grandfather.

24 Is Taro a boy's name?

25 Isn't Betty a girl's name?

26 What's your grandmother's name?

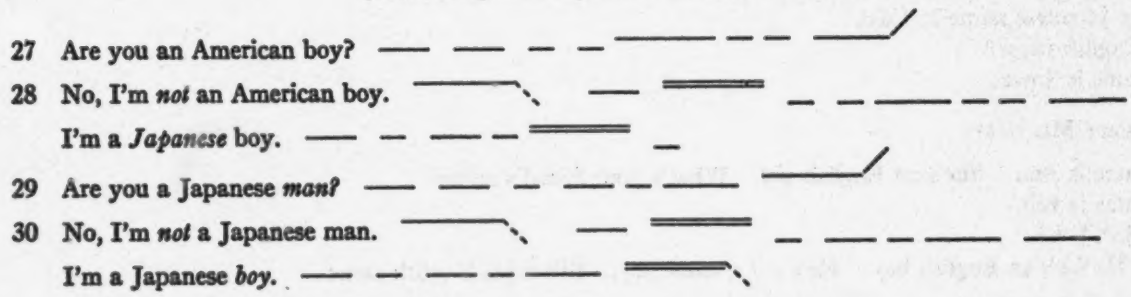
Practice: Questions to be answered with full answers. First T-Cl, then T-P, then P-P. Each question P-P throughout the group.

Is Norman a boy's name?
Is Norma a boy's name?
Is Yoshiko a girl's name?

Are Taro and Yoshiko Japanese names?
Aren't Frank and Betty Japanese names?
Isn't Edgar a girl's name?
Isn't Mary an English name?
Are Taro and Jiro boys' names?
Isn't your father's father your grandfather?
Isn't your mother's name Setsuko Nakamura?
Are Peter and Norman Japanese names?

ACCENT AND CONTRAST

(Practice by mimicry-memorizing with the men trainees)


27 Are you an American boy?
28 No, I'm *not* an American boy.
I'm a *Japanese* boy.
29 Are you a Japanese *man*?
30 No, I'm *not* a Japanese man.
I'm a Japanese *boy*.

(Practice, with the women trainees, the corresponding sentences using "girl" and "woman.")

Practice

Teacher: My father's name is *ABC.
What's your father's name?
Pupil: My father's name is *ABC.
Teacher: Is *ABC an English name?
Pupil: No, it isn't. It's a *Japanese* name.

(After the pattern of Q-and-A is established, the teacher can omit his first statement. Then the little dialogue is to be done by chain practice.)

Teacher: What's your Japanese name?
Pupil: It's *ABC.
Teacher: Is *ABC a /boy's/girl's/ name?
Pupil: Yes, it is. It's a /boy's/girl's/ name.

Practice in longer memorized passages

My father is a man. He *isn't* a boy. He *isn't* an American man. My father is a *Japanese* man.
My mother is a woman. She *isn't* a girl. She *isn't* an American woman. My mother is a *Japanese* woman.

Practice in adding a correcting statement: The trainer explains that after he has stated a negative fact, the pupil is to state the positive fact.

Teacher: Masako isn't an American girl.
Pupil: She's a *Japanese* girl.
Teacher: Akio isn't an English boy.
Pupil: He's a *Japanese* boy.
Teacher: Yamada isn't an English name.
Pupil: It's a *Japanese* name.
Teacher: Ann isn't a boy's name.
Pupil: . . . . . .
Teacher: Ann isn't a Japanese name.
Pupil: . . . . . .

DIALOGUE READING PRACTICE

Alden—Boyd

A What's your friend's Japanese name?
B His Japanese name is Saburo.
A Is he a Japanese boy?
B No, he *isn't*. He's an *American* boy.
A What's his English name?
B His English name is Bill.

Ames—Brill

A Isn't your name Taro?
B Yes, it is. My Japanese name is Taro.
A What's your English name?
B My English name is Steve.

Miss Anderson—Mr. Baker

A My friend's name is Ann. She's an English girl. What's your friend's name?
B My friend's name is Bill.
A Is Bill an English boy?
B No, he isn't. He *isn't* an English boy. He's a *Japanese* boy. Bill is his English name.

Miss Alexander—Miss Burns

A What's your father's name?
B My father's name is Henry Burns.
A Is he a Japanese man?
B No, he isn't. He's an American man.
A Are you an American girl?
B Yes, I'm an American girl. I'm not an English girl.
A Is your friend an American girl?
B No, she isn't. She's a Japanese girl.
A What's her name?
B Her English name is Jill. Her Japanese name is Masako.
A What's her father's name?
B Her father's name is Fumio Tanaka.
A What's her grandmother's name?
B Her father's mother's name is Hanako Tanaka. She's a Japanese woman.
A What's *your* grandmother's name?
B *My* grandmother's name is Elizabeth Burns. She's an American woman.

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Review the thirty sentences of 3.1 and 3.3 rapidly, by single mimicry-memorizing repetitions in chorus.

"Good-bye until tomorrow morning"

Sub-section IV: Demonstration class

During the study of the first half of each Chapter (Sub-sections One, Two, and Three), the trainees' attention was focussed primarily on the content of the material, the practice and analysis of vocabulary and grammar. The shift in the focus of their attention away from the linguistic content to teaching methodology was begun with their participation in Sub-section Four, which was presented in the form of a lesson from an imaginary Teacher's Guide. During these Fourth Hours, the entire group of sixty trainees, acting the part of twelve-year-old pupils, participated in demonstration classes taught by the American trainers. (The reasons for this arrangement will be discussed on Pages 27–29.)

The specific items of vocabulary and grammatical structure taught in each of these demonstration lessons were selected from those presented and practiced in Sub-sections One and Three of the corresponding Chapter of the Script. However, unlike those sub-sections, which were highly condensed presentations, Sub-section Four presented material at a pace similar to that of a real beginning class. New sentence patterns were introduced gradually; there was copious practice of new sentences and review of the old. Techniques for conducting oral practice with a large class were demon-

strated, and the trainee "pupils" could both observe and participate in the various classroom "games" and activities which had been selected as appropriate for Japanese classrooms.

The trainees were encouraged to read the fourth sub-section of the Script before the demonstration lesson, but during the class hour they worked with closed books, to increase the resemblance to a real class with beginning pupils.

[Sample of Fourth-Hour material from Chapter III, corresponding to approximately the second "real" class hour of the material represented by Chapter III]

CHAPTER THREE: Demonstration

New vocabulary: "man, woman." Review of recent vocabulary: "Japanese, American, English"
New grammatical structure: Extra-high pitch for contrast. Review of recent new grammar: "Are you?—I'm, I'm not."

"Good morning. . . . . "

Review mimicry-memorizing:

He's a Japanese boy.
Yes, he is. He's a Japanese boy.
She's a Japanese girl.
Yes, she is. She's a Japanese girl.

Review conversation: the trainer points to individual pupils.

T: Is *ABC a Japanese boy?
Cl: Yes, he is. He's a Japanese boy.
T: Is *ABC a Japanese girl?
Cl: Yes, she is. She's a Japanese girl.

(This is practiced 8–10 times with various pupils, then similar practice 8–10 times with the question form "Isn't *ABC a Japanese /boy/girl/?")

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T: Mr. Genji Takahashi* isn't a Japanese boy. He's a Japanese man.

Mimicry memorizing:

He's a Japanese *man*. He isn't a Japanese *boy*.

Mimicry-memorizing with men trainees only:

I'm a Japanese *boy*. I'm not a Japanese *man*.

Practice

T: Is *ABC a Japanese boy?
P: Yes, he is. He's a Japanese boy.
T: *ABC, are you a Japanese man?
*ABC: I'm a Japanese *boy*. I'm not a Japanese *man*.

(If the pupil hesitates to reply with the last sentence, the first few times this conversation is practiced, the trainer whispers the correct answer and the pupil then recites aloud.)

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Mimicry-memorizing

Are you a Japanese man?
No, I'm not. I'm a Japanese *boy*. I'm not a Japanese *man*.
Are you a Japanese woman?
No, I'm not. I'm a Japanese *girl*. I'm not a Japanese *woman*.

Practice:

(T-P then P-P practice among the men trainees with the first Q-and-A. Similarly among the women trainees with the second Q-and-A. The sentence accent with extra-high pitch is on "boy, man, girl, woman" in the answers, to mark the contrast.)

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* Dr. Genji Takahashi, President of Meiji Gakuin University, was the Director of the 1957 and 1958 Summer Seminars of ELEC.—In a normal teaching situation, the name of the school principal could be used to identify a man well-known to the pupils.

Mimicry-memorizing:

Miss Tanaka* is a Japanese *woman*. She isn't a Japanese *girl*.
Mr. Takahashi is a Japanese *man*. He isn't a Japanese *boy*.
Mr. Takahashi is a *Japanese* man. He isn't an *American* man.
Miss Tanaka is a *Japanese* woman. She isn't an *American* woman.

Practice: (The trainer checks carefully on the proper placement of the extra-high pitch for the appropriate contrast.)

T: Is Mr. Takahashi an American man?
P: Mr. Takahashi is a Japanese man. He isn't an American man.
T: Is Miss Tanaka an American woman?
P: Miss Tanaka is a Japanese woman. She isn't an American woman.

o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o

Mimicry-memorizing [The mid, extra-high, mid intonation]

No, I'm not.
I'm not an *American* boy; — —— – – ═══ – – ——
I'm a *Japanese* boy.

No, I'm not.
I'm not an *American* girl; — —— – – ═══ – – ——
I'm a *Japanese* girl.

Practice: first T-P, then P-P, then with several P-P chains. Each questioner must use "boy" or "girl" appropriately.

A: Are you an American boy?
B: No, I'm not. I'm not an *American* boy; I'm a *Japanese* boy.
A: Are you an American girl?
B: No, I'm not. I'm not an *American* girl; I'm a *Japanese* girl.

Extended practice: first T-P

A: Are you an American /boy/girl/?
B: No, I'm not. I'm not an *American* /boy/girl/; I'm a *Japanese* /boy/girl/.
A [to the class]: /He/She/ isn't an *American* /boy/girl/; /he's/she's/ a *Japanese* /boy/girl/.
(After 8–10 T-P practices, P-P.)

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[The remaining third of the demonstration class hour in this Chapter is devoted to further conversational practice of patterns already introduced.]

* In an actual class, the teacher would select the name of a woman teacher well-known to the pupils. Here, as an example, the name of a "Miss Tanaka" is used.

Sub-section V: Classroom procedures and devices

The Fifth Sub-section of each Chapter discussed and practiced various teaching devices and techniques appropriate to a beginning class using an oral approach. Each Sub-section Five contained a discussion of one general type of classroom procedure, its purposes, advantages, and limitations, and also provided extensive exercise material for practice in conducting class drill. Among the topics treated were the mimicry-memorizing presentation, various types of Question-and-Answer practice, the reversed role device, the use of non-verbal cues, techniques for enlarging the pupils' memory span, and the beginning of practice in writing.
—A special feature of the 1958 series of Fifth Hours was a demonstration of pattern practice, using Japanese instructions to the class, by Mr. Tamotsu Yambe, the Executive Secretary of ELEC. Sub-sections Five and Six of Chapter Ten were devoted to discussion and demonstration by Mr. Yambe of the advantages and limitations of several varieties of pattern practice.

The trainees were expected to have read the preliminary theoretical discussion before the class hour, and to have familiarized themselves with the directions for the practice exercises. During the actual class, conducted by one of

the American trainers, there was a brief review of the teaching procedure in question, but the major part of the hour was devoted to the exercises. Each of the exercises was very short—rarely more than five to eight seconds in length—to allow each of the trainees to perform individually by conducting the entire group in oral practice, using the device being studied.

While the primary emphasis during this hour was on methodology, the linguistic content of the exercises, the items of vocabulary and structure included in the short drills, was selected from the material which had been presented, practiced, and analyzed in Sub-sections One, Two, Three, and Four of the same Chapter.

In the preparation of the exercise material for the Fifth Sub-sections, every effort was made to facilitate the trainees' rapid and confident performance of the relevant classroom procedures. Every possible vocabulary difficulty was eliminated, and the variety of grammatical constructions in any one exercise was limited severely. In the sample of Fifth-Hour material which follows, the vocabulary-and-grammar theme is "Is X a (Japanese, etc.) name?" and "Are X and Y (Japanese, etc.) names?" The exercise included practice in positive and negative questions, and affirmative and negative answers.

[Sample of Fifth-Hour material, from Chapter III. The discussion of "Question-and-Answer practice," which is the first part of the sample, should ideally have been in Japanese.]

During the mimicry-memorizing practice, the model for the pupils' performance is the recent acoustic stimulus of the teacher's model pronunciation. Following this mimicry-memorizing presentation, the practice of Question-and-Answer sequences provides a transition from the recognition and imitation stages of the pupil's foreign language experience to that of repetition. In the repetition stage, the pupil's response is guided by his own memory of the previously practiced phrases and sentences rather than by an immediately recent model pronounced by the teacher.

In the class practice of Question-and-Answer sequences, several forms should be used to give variety to the classroom procedure and to provide ample monitoring as well as speaking experience for all the pupils.

1. Teacher-Class (Class-Teacher): The teacher asks a question; part or all of the class gives the answer. (Or vice versa.)

2. Teacher-Pupil (Pupil-Teacher): The teacher's question is directed to an individual pupil, who answers; the rest of the class monitors. (Or vice versa.)

3. Pupil-Class: One pupil asks a question; the entire class or some portion of the class gives the answer; the teacher monitors.

4. Pupil-Pupil: An individual pupil asks a question; a second pupil answers; the class and the teacher monitor.

Types 1 and 2 (T-Cl and T-P) should also be practiced with reversed roles (Cl-T and P-T); that is, the class or the individual pupil takes the role of questioner, in order to give the pupils practice with questions as well as answers. Types 3 and 4, both of which are pupil-directed, add variety to the practice and give the teacher an opportunity to monitor the group and the individual responses.

Type 4, P-P practice, may take the form of "chain practice." The pupil in the extreme right seat takes the A role in a Question-and-Answer sequence, and the pupil at his left takes the B role. Then the second pupil becomes the questioner, the pupil to his left gives the answer, and so on to the extreme left seat. This practice can be done with some or all of the sets of pupils sitting alongside one another. Chain practice can provide a welcome change of pace to the practice, but to be effective it must be done rapidly and only after the questions and answers have been thoroughly practiced with group responses. Chain practice gives the teacher an opportunity to check for mispronunciations. At the end of each chain, he may pronounce the question or answer himself, and then call for double repetitions from the entire class in order to correct mistakes, or to improve rhythm and speed, and to involve all the pupils in active speaking practice.

In the early Question-and-Answer practice, as indeed throughout the early weeks of the FL course, the emphasis is on accuracy rather than vocabulary expansion. The teacher should avoid forcing a pupil to produce a word or phrase not yet fully learned by imitation and repetition. Whenever a pupil hesitates, either to begin or to complete a sentence, the teacher does not go on to the next pupil, but quickly supplies a correct model for immediate imitation by the hesitating pupil. A fumbling, hesitant performance is bad, both for the fumbler himself and for the others in the class. When the unsure pupils are always required to produce a correct performance in imitation of the teacher's model, they soon learn that fumbling will not exempt them from full performance.

EXERCISES in directing Question-and-Answer Practice

[The following questions are unrestricted,* so phrased they can be answered realistically by all the class or

* Other questions (those calling for "realistic exclusion") are of the type "Is Taro Yambe an English boy?" The proper answer is "No, Taro Yambe isn't an English boy."—which would not be a sensible answer for Taro himself to give. Much of the highly necessary practice in third-person forms will require the "realistic exclusion" of the pupil or pupils referred to. The teacher must call upon some clearly indicated part of the class—a single row, the front or back half of the class, etc.—which does not include the pupil or pupils referred to. The exercises in this sub-section are designed to avoid this complication, which will be discussed and practiced in the fifth sub-section of the next Chapter.

by any portion of the class. The pupils are instructed to respond in different sized groups: the entire class, a single row, the right or left half of the class, etc. They are also instructed to give the answer in one of four different forms. In Parts I and IV the teacher (in this case the practicing trainee) calls for a full answer: "Yes" or "No" followed by a declarative sentence which is a full echo of the question. In answering the questions in Parts II and V, the pupils are to give *short answers* involving pronoun replacement: "Yes, it is. Yes, they are. No, it isn't. No, they aren't." In Part III, the teacher calls for *short plus full* forms for affirmative answers, and in Part VI for a *short plus full form plus correcting statement* for negative answers.]

The teacher tells the pupils in Japanese which part of the class is to answer the question. He also tells them which form of answer they are to give.

SAMPLES

Part I: Questions with full answers

1 Entire class answers the question
T: Is Akio a boy's name?
Cl: Yes, Akio is a boy's name.
2 Entire class answers the question
T: Isn't Masako a girl's name?
Cl: Yes, Masako is a girl's name.
3 Entire class answers the question
T: Aren't Norma and Edgar English names?
Cl: Yes, Norma and Edgar are English names.
4 Entire class answers the question
T: Isn't Betty a girl's name?
Cl: Yes, Betty is a girl's name.
5 Right half of class answers the question
T: Isn't Betty a girl's name?
HfCl: Yes, Betty is a girl's name.
6 Left half of class
T: Aren't Norma and Edgar English names?
HfCl: Yes, Norma and Edgar are English names.
7 Front half of class
T: Isn't Masako a girl's name?
HfCl: Yes, Masako is a girl's name.
8 Back half of class
T: Is Akio a boy's name?
HfCl: Yes, Akio is a boy's name.
9 One row
T: Aren't Masako and Akio Japanese names?
R: Yes, Masako and Akio are Japanese names.
10 One row
T: Is Betty a girl's name?
R: Yes, Betty is a girl's name.

• • •

Part II: Questions with short answers

11 Entire class
T: Is Akio a boy's name?
Cl: Yes, it is.
12 Entire class
T: Aren't Norma and Edgar English names?
Cl: Yes, they are.

• • •

Part III: Questions with combined answers, short plus full form

21 Entire class
T: Is Akio a boy's name?
Cl: Yes, it is. Akio is a boy's name.
22 Entire class
T: Aren't Norma and Edgar English names?
Cl: Yes, they are. Norma and Edgar are English names.

• • •

Part IV: Questions requiring negative answers, full form

31 Entire class
T: Is Betty a Japanese name?
Cl: No, Betty isn't a Japanese name.
32 Entire class
T: Aren't Norma and Edgar Japanese names?
Cl: No, Norma and Edgar aren't Japanese names.

• • •

Part V: Questions requiring negative answers, short form

37 Entire class
T: Is Betty a Japanese name?
Cl: No, it isn't.
38 Entire class
T: Aren't Norma and Edgar Japanese names?
Cl: No, they aren't.

• • •

Part VI: Questions requiring negative answers, short plus full form plus correction

43 Entire class
T: Is Betty a Japanese name?
Cl: No, it isn't. Betty isn't a Japanese name. It's an *English* name.
44 Entire class
T: Aren't Norma and Edgar Japanese names?
Cl: No, they aren't. Norma and Edgar aren't Japanese names. They're *English* names.

• • •

Sub-section VI: Practice teaching

Completing the shift from the practice of linguistic content to that of teaching methodology, the last part of each Chapter provided material for practice teaching by the trainees. The lesson-plans for practice teaching were divided into halves, each occupying approxi-

mately 25 minutes of the class hour. These two halves of each practice lesson were presented by two different teacher-trainees who had been notified in advance to prepare to teach the material to eight or nine of their fellows who would take the part of pupils.

The material for each Sixth Sub-section was selected from that introduced or reviewed previously in the Chapter. The explanations for the practice teacher were detailed, and the actual sentences to be used in the presentation and class practice were clearly indicated by being printed in the right-hand part of the Script page, with space allowed to the left of the sentences, where the practice teacher could insert notes and marking for his own guidance during his teaching.—Ideally, the instructions for the practice teacher should have been supplied in Japanese.

During the second and third weeks of the Seminar, the practice teaching included practice in grading pupil performance. While one of the trainees was performing as the practice teacher, a second trainee, using a rating card and following the grading points listed at the end of each lesson, evaluated the oral performance of the "pupils." In order to give each of the trainees an opportunity to do practice teaching several times during the Seminar, for this period each day they met in groups of about ten, and each group was supervised by one of the American trainers. At the end of the hour this trainer met privately with the practice teachers and the "graders" to discuss the lesson and to offer suggestions.

Here follow two pages of an eight-page practice-teaching script. The material corresponds roughly to the third or the fourth hour of the "real" teaching content covered by Chapter III. The previous practice-teaching during this hour has involved intensive work on positive and negative questions. The sample which follows deals with the somewhat special problem of "Am I . . . ?," a positive interrogative form for which there is in normal simple English no negative correspondent. Hence, there is special practice on this positive form (and also there is no unnecessary disturbing of the "pupils" by referring to this anomolous gap in the English verb system). The section begins with mimicry-memorizing of key sentences illustrating the one question form and the two answer forms: "Am I?"—"Yes, you are. No, you aren't." At first the pupil can concentrate on the answer forms, to insure firm understanding of the meaning of the constructions. Then, by a reversed role technique, the teacher guides the pupils into practice with the question form.

[Sample of Sixth-Hour material from Chapter III]

Mimicry-memorizing

AM I A JAPANESE MAN?
YES, YOU ARE. YOU'RE A JAPANESE MAN.
AM I A YOUNG GIRL?
NO, YOU AREN'T. YOU AREN'T A YOUNG GIRL.

Practice, T-P. The teacher asks various pupils questions with "Am I . . . ?," mixing questions requiring "Yes, you are" with those requiring "No, you aren't."

1 AM I A JAPANESE MAN?
2 AM I AN ENGLISH WOMAN?
3 AM I A YOUNG BOY?
4 AM I A YOUNG WOMAN?
5 AM I AN OLD AMERICAN WOMAN?
6 AM I A YOUNG JAPANESE MAN?
7 AM I A JAPANESE MAN?
8 AM I AN OLD JAPANESE MAN?
9 AM I A YOUNG WOMAN?
10 AM I AN AMERICAN MAN?

These questions are asked of individual pupils, rapidly and without interruption, several times through the list.

Mimicry-memorizing

AM I A JAPANESE BOY?
YES, YOU ARE. YOU'RE A JAPANESE BOY.
AM I A YOUNG GIRL?
YES, YOU ARE. YOU'RE A YOUNG GIRL.
AM I A YOUNG AMERICAN BOY?
NO, YOU AREN'T. YOU AREN'T A YOUNG AMERICAN BOY.

To a "boy," the teacher says:

T: AM I A JAPANESE BOY?

Before the pupil can answer, the teacher quickly says in Japanese: "Please ask me that question."

P: Am I a Japanese boy?
T: YES, YOU ARE. YOU'RE A JAPANESE BOY.

Similarly with "girl."

In Japanese: "Please ask me that question."

T: AM I A JAPANESE GIRL?

P: Am I a Japanese girl?
T: YES, YOU ARE. YOU'RE A JAPANESE GIRL.

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The teacher, in Japanese, instructs the pupils to ask questions with "Am I" to which the answer is "Yes."

P: Am I a Japanese /boy/girl/?
T: YES, YOU ARE. YOU'RE A JAPANESE /BOY/GIRL/.

Then the teacher instructs the pupils to ask questions to which the answer is "No."

P: Am I an English /boy/girl/?
P: Am I a Japanese /man/woman/?
P: Am I an old /man/woman/?
etc.
T: NO, YOU AREN'T. YOU AREN'T *XYZ. YOU'RE *ABC.

o-o-o-o-o-o-o-o-o-o-o

If there is time at the end of the hour, such Question-and-Answer practice is carried on P-P. If there is not sufficient time, the next class hour can begin with brief mimicry-memorizing review and then chain practice, first with questions requiring "Yes," then with questions requiring "No," then finally with mixed questions.

o-o-o-o-o-o-o-o-o-o-o-o-o

"Good-bye"

5. *Administrative Details of the 1958 Seminar, and Comments*

[Class sizes in the six sub-sections—Schedule—Workshops—The demonstration classes—Use of English outside the classroom]

Class sizes in the six sub-sections

FOR a variety of practical reasons, the number of trainees planned for in the 1958 Seminar was sixty. The various class sizes for the six hours were planned to fit the special purposes of each hour.*

The First Hour (presentation and beginning of practice) called for three sections of 20 trainees each. This was considered small enough to assure adequate listening by the trainees, and large enough to exemplify the group-practice aspects, at a stage where it is important to avoid shyness and insecurity. In the group practice of the first hour, the sequence was normally performance by the total group, then with halves and somewhat smaller groups, but not less then five. Thus a certain amount of confidence was built up before the individual trainees were called upon (in the following hours) to perform alone. Each of the three 20-trainee groups was composed of two 10-trainee groups; see below for the Third and Sixth Hours.

The Second Hour was presented to the entire group of 60 trainees. As a lecture, the discussion of teaching problems and structural features ought to be identically available to all trainees, and it was obviously more efficient to have one inclusive audience rather than three consecutive or simultaneous lectures. In terms of the suggested form of the Second Hour, we still regard the large trainee group as desirable. The kind of practice described on Pages 15–18 is practicable in terms of giving each of 60 trainees a small assignment within a class hour, and a wide distribution of the assignments is desirable to avoid overworking the trainees. Further, the practice of "teaching" a large group more nearly approximates actual classroom conditions.

The Third Hour involved the division into the smallest groups: 10 trainees each.† In these small groups, the procedure shifted from group to individual performance. Any new material, to be sure, was first practiced briefly by the whole group of ten; but this was followed by individual performances. It was in this hour that the trainers concentrated on the special problems of the individual trainees. Each group quickly became a little team (and the same junior trainer was always in charge throughout the Seminar); so there was a minimum of shyness about performance or embarrassment about corrections. The variety of material in the Reading Practice gave adequate scope for pair-practice without boredom.

During the second half of each Chapter, the subdivisions of the sixty trainees was planned as 60–60–10.

For the Fourth Hour (demonstration teaching of a full-scale sample lesson), it was desirable to have the entire group of sixty. This insured uniformity of experience for all trainees; the large number more realistically resembled actual elementary language class size in Japan. The very difficulties of listening and responding in a large group were a valuable reminder to the trainees that a language teacher needs to move about the classroom to insure being heard by all pupils, and to keep a high level of loudness and clearness in his own speaking and in the pupils' respondings. (For the demonstration teaching of sample lessons, the various junior trainers were rotated, to display a maximum variety of

* Two fortuitous changes disturbed the original plans: 65 trainees were admitted, instead of 60; the number of junior trainers was reduced from six to five as a result of certain earlier administrative confusions. These two changes required somewhat larger and less neat subdivisions of the trainee group, and imposed a heavier-than-planned teaching load upon the junior trainers. In the account which is given here, the planned-for rather than the actual class sizes are described.

† Under the actual conditions of the 1958 Seminar there were five groups of 13 each. Each of the groups had its distinctive name: "Robins, Swallows, Eagles, Hawks, Pelicans."

individual teaching procedures and to indicate that there is no one magic "method" of conducting oral practice.)

During the Fifth Hour (practice in a specific classroom procedure or device) the entire group of sixty again met together. The reasoning was parallel to that for the Second Hour (Page 27): As a lecture-discussion, it should be available uniformly to all trainees; as a simulated beginning class, the total group resembled the actual number in a real class; in practice of tiny components of classroom procedure, overworking should be avoided.

The Sixth Hour placed the heaviest burden of performance on individual trainees: practice teaching from a detailed lesson plan. Hence, for maximum assurance and freedom from embarrassment, this practice teaching was done within the familiar ten-traineee teams (Robins, Swallows, etc.). The team's regular trainer was always present to help the practice teacher in any emergency.

Schedule

The Seminar classes were scheduled to run from 9 a.m. Monday to noon Saturday. Monday of the first week was used for registration, ceremonies, testing, and orientation. Friday of the last week was used for testing, and the final ceremonies occurred the next day.

As a basic pattern, the first three sub-sections (the "content" half) were studied during the afternoon hours. The remaining sub-sections (IV, V, VI) were presented during the three class hours of the following morning. This division of work on one Chapter over two half-days, an afternoon and a morning session, was planned to allow time for the trainees to review the material at their leisure, to do some preliminary study of the discussions of teaching techniques, and to prepare for their performance as practice teachers.

Workshops

The basic pattern for the three-week Seminar was a Script of fifteen Chapters with six subsections each; but there were departures from the pattern on several days to allow time for supplementary activities. The two morning sessions of August 19th and 26th were devoted to less formal meetings in workshops. In these workshops there was discussion, and practice, of three activities: audio aids, visual aids, and social activities suitable for school language clubs.

The demonstration classes

The special conditions of a total program must determine whether demonstration classes are taught to real children beginners or to trainees who act as beginners during this hour.

In the 1957 and 1958 Seminars in Japan, the second course was followed. This was due chiefly to practical reasons. It would have been difficult to gather a realistic class of 12-year-old children during their brief summer vacation. Not all of the junior trainers had a sufficient command of Japanese to give classroom directions and answer questions in the children's NL. Another difficulty was physical: it would have been hard to provide a realistic classroom for an average Japanese class of 50–60 pupils and at the same time have facilities for 60 trainees to observe them, quite apart from the strangeness of the situation. Nothing like closed-circuit TV was available.

Complete observation of a real course for children beginners was recognized as probably a boring experience for the trainees, if carried to the extent of five class hours a week. Any attempt to combine demonstration of a course for real beginners with a practice-teaching program would obviously have disrupted the language learning of the children; in all professional conscience, beginning pupils deserve continuity and integration in their classroom work. Children learners can adjust to the presence of observers; but experimentation on them would be hard to justify.

There are other factors which speak in favor of the second course. It provides all trainees with another hour of active practice on the material of each Chapter; and in an intensive program, fifteen out of ca. 90 hours are not lightly to be sacrificed. In the Seminars in Japan, it was considered desirable for the trainees to observe a variety of individual teaching procedures; hence all the junior trainers and the senior trainers participated as demonstration teachers. Such a variety of teachers was good for the trainees, but it would

obviously have been unsuitable for real children learners.

Further, the use of real beginners poses an additional problem for the script writers. Since the children have to learn at a beginner's rate, the fifteen demonstration hours with real children must necessarily be fifteen consecutive lessons in a real beginner's course. But the trainees will have covered that portion of the course in their first two days of the intensive retraining program; the remaining 80–85 percent of the material would thus have to be left undemonstrated and unpracticed on the full scale which it is the purpose of the Fourth Hours to display.

Use of English outside the classroom

We are aware that there are arguments for and against the use of the FL by trainees outside the controlled class hours. We incline toward considerable caution in attempting to provide "an experience of living in the FL." For genuinely advanced teachers, who already possess a quite secure control of the pronunciation and basic grammatical habits, practice in expanding their conversational fluency is obviously desirable. But for precisely those FL teachers who most need retraining, good habits are far more important than conversational practice. Inter-trainee conversations in the FL, in all realism, would have to go far beyond the controlled materials in vocabulary and syntactic complexity. Inevitably, such conversation would be practice of bad habits, the strengthening of inaccuracies and downright mistakes in the FL, together with an undesirable admixture of NL vocabulary to fill in the trainees' inadequate FL vocabulary, especially if the trainees' previous FL experience has been of a primarily literary orientation.

For such trainees, it seems to us more sensible to restrict the use of the FL to the carefully-planned practice of the class hours and avoid the perils of reinforcing bad habits outside the classroom. This consideration is quite apart from the factor of fatigue: Even three hours of controlled FL practice a day is hard work; six hours a day is on the border of overstraining. To add yet further strain, plus frustrations at being unable to accomplish normal social business (or a sense of guilt at reverting to the NL in practical situations), seems to us unwise.

Admittedly, there is a very strong desire on the part of trainees to improve their general conversational fluency. Many of them, indeed, mistakenly believe that it is the purpose of a retraining program to enable them to converse on a wide range of topics. Although we consider this goal (desirable as it certainly is in itself) to be less relevant than the development of accurate pronunciation and grammatical control of a limited corpus, we recognize that some concession ought to be made. A relatively safe device is the familiar one of mealtime conversation in the FL. The 1957 and 1958 Seminars were fortunate in having available sufficient numbers of speakers of English to man numerous tables at meals. The ideal distribution (which we realize can seldom be attained under usual, less favorable retraining conditions) was to have tables for five: three trainees, one Japanese with a very good command of English, and one native speaker of English. This made it possible for the two speakers of English to converse sensibly and as adults, on topics of genuine substance. At first the trainees could merely listen without embarrassment; simple questions to them, requiring simple answers, gradually involved them in feasible conversational practice. In this way it was possible to avoid some of the weaknesses of mealtime FL conversation: the monolog by the one native speaker; the strained asking of trite questions transparently only for the purpose of practice and not of true communication; the dilemma of either accepting a mistake or turning the meal into a class exercise.

We did not regret that the trainees at first did far more listening than talking; listening practice was if anything more needed by most trainees than speaking practice. They could, although with difficulty, manage to contrive some kind of intelligible question or answer, given enough time for thought; it was at first much more difficult for them to understand English spoken in anything like a normal conversational style: the listening experience was a salutary one. And the observation of one of their fellow-countrymen who had acquired a high degree of control of English conversation was in itself a reassurance and an incentive.

Although, as noted above, we realize that the conditions were uncommonly favorable and not likely to be found in most retraining operations, we suggest that thought be given to arranging for maximum adult realism in table conversation. For the early days, at least, it might be desirable to have larger groups of trainees and two competent speakers grouped into a mealtime unit, to provide an initial period of listening practice. Thereafter a distribution into small groups, each with one fluent speaker, might be resorted to.

Similar considerations prescribe the nature of the supplementary lectures and social activities. Lectures of serious content, of an "Area" nature, where the purpose is genuinely informative, are most effective in the trainees' NL. An important exception is a type of lecture which proved valuable in the 1957 and 1958 Seminars in Japan: lectures in the FL (English) by distinguished compatriots of the trainees—Japanese leaders in English scholarship and in national affairs. The effect one observed was a significant raising of morale. The trainees had the opportunity to see and hear outstanding men and women whose names are known throughout Japan; this was in itself a memorable experience. Further, as at the meal tables mentioned earlier, the trainees were impressively encouraged by seeing an older Japanese who had achieved a high competence in English, as shown not only in the lectures themselves but also in the following free discussions between the senior Japanese and the American consultants.

As for sports and games played by the trainees for genuine relaxation, they should normally be played in a normal manner—that is, in the NL. Of course, the introduction of a few calls or technical terms in the FL to replace the usual NL ones involves little strain and only a pleasant artificiality.

Either as part of a workship or as a supplementary social activity, games involving manageable amounts of the FL are a positive practice and assuage the consciences of the most dutiful trainees: counting-out games, mock accusations and denials in a "passing-on" sequence, varients of bingo (e.g., involving calendar practice), and frame-filling contests.

The well-known eagerness of trainees to sing FL songs makes it imperative to include a competent choral leader in the trainer staff if at all possible. The combination of tapes and mimeographed words is an obvious supplement (or, if necessary, substitute).

6. Adaptations of the "Script Pattern" to Other Types of Programs

[A six or eight weeks Language and Area program—A special program in a new FL for senior FL personnel—The Script pattern in a regular academic curriculum—Modifications for in-service training]

A six or eight weeks Language and Area program

THE scheduling and apportionment of the trainee's time so far discussed has been in terms of an intensive three-weeks course. Specific local conditions, such as the length of the school vacation periods or the availability of staff and facilities, may permit the scheduling of a longer retaining course. Particularly in the United States, where an extended session would fit into the patterns of college and university summer programs, a training period of six or eight weeks would be well suited to the needs of prospective FL teachers for the elementary or junior high schools.

The additional time available in a course of six or eight weeks would permit the material to be covered with more spacing. Many features of an ideal teacher-training course, features which were of necessity omitted in the austerely

limited time of the 1958 Seminar in Japan, could be provided for in a longer program. Among the possible additions to the basic pattern as sketched above might be:

A coordinated Area program of lectures, readings, and motion pictures dealing with various aspects of the foreign culture.

Additional workshop sessions for the preparation and classroom demonstration of audio-visual materials.

Periods for individual practice in the language laboratory.

Discussions of the ways in which the pupils' FL activities could be related to their other classroom work.

We urge that such additions to the program, important as they are, should be viewed by the staff and the trainees as an enrichment of the retraining rather than as a reason for diluting the emphasis on the major objectives—the attainment of linguistic control of the corpus and of the classroom techniques useful in an oral approach.

The adaptation of the schedule of a three-weeks program as described above, to one of six or eight weeks, would require adjustment of the time-schedule only. Changes in the basic pattern of instruction would not be necessary, and the same Script could serve for both an intensive and a more extended training course. For a six-week program, for instance, one Chapter of the Script (one day's work under the intensive schedule) could simply be divided into two halves for study on two successive days. The first half-chapter, devoted principally to the presentation and practice of new vocabulary and grammar items, could be studied during one morning session. The second half-chapter, which provides further work with those same items of vocabulary and grammar through the demonstration and practice of appropriate teaching techniques, could be covered during the following morning. The afternoon sessions would thus be left free for the scheduling of supplementary lectures, workshop periods, or discussion groups as desired.

An adaptation of the time scale to an eight-week program could follow either of two lines: (1) More material could be included, by having twenty instead of fifteen Chapters, or by somehow expanding the size of the Chapters. (2) More enrichment on the Area side could be provided. For example, two Chapters of a 15-chapter core on language and teaching could be distributed over Monday through Thursday of each week, with Friday devoted to a related series of workshops on various topics, special lectures and panels by visiting authorities and officials.

A special program in a new FL for senior FL personnel

One modification to which we have given some thought is a six-week or eight-week program for language supervisors and department heads, to prepare them to cope with an expanded language offering in their school systems, involving a language with which the supervisor or department head is not yet familiar. (In the USA, one thinks primarily of Russian at this time.)

The adaptation of the regular retraining program for such supervisors would be in the direction of providing additional practice and theoretical grammar discussions. These would supplement the regular Script. When the regular trainees (those who already know something about the language and are being truly retrained) are at work on the Area aspects of the program, the supervisors could be provided with additional practice in the language itself. We think of two supplementary hours: one of practice to confirm vocabulary control and one of theoretical grammar, with workbook assignments.

Our assumption is that the supervisors and department heads, after six or eight weeks at the rate of 25 hours a week (=150 or 200 contact hours) would be equipped to welcome and administer in their systems new beginning courses in the language. The supervisors would have the advantage of already knowing one or more FLs well, and of understanding the language-learning process. The opportunity to add another language to their professional competences would provide a strong motivation, as would also the association with their colleagues in a joint enterprise. We accordingly expect that they would acquire at least the minimum familiarity with the new FL which they would need to guide its introduction into their school

systems. It is regrettable that the Area aspects would have to be sacrificed for such supervisors; but their maturity and experience should enable them to fill in via subsequent readings.

This adaptation of the Script pattern to the special needs of supervisors and department heads seems to us worth taking seriously. It is neither humanly nor professionally plausible to expect an expansion of language offerings unless the immediately responsible professionals are and know themselves to be ready to guide the teaching of a new language.

The Script pattern in a regular academic curriculum

If the Script pattern is used as part of a regular academic program in pre-service teacher training, it might be desirable to schedule two closely coordinated courses—one called "Practice in Oral FL" and the companion course called "The Teaching of Oral FL."* The objective of the two courses would be to give the prospective teachers the same multiple reinforcement of language skills and teaching techniques which is the aim of the integrated intensive program.

Modifications for in-service training

The basic pattern of the Script could also be adapted to programs of in-service training during the school year. Through the scheduling of a series of "Saturday workshops," one Chapter (or one half-chapter) of the Script could be covered each week, thus extending the period of training through a semester (or through a full year).

* FL=e.g. French, Spanish, German, Italian, Russian.

7. *Further Developments of the Script Pattern*

[Retraining for intermediate FL teaching—Revision of a script: needs and aims—Repairs, revisions, and the beginning of taping—The second edition—The third edition—The massive retraining network—The script pattern in professional training—Accommodations to new textbooks]

THE training script we have been describing is defined as being circumscribed in two ways:

(1) It is designed to retrain teachers for an oral-aural approach in teaching the first year of a FL;

(2) it is in a format for its first use and testing in a particular retraining program; it is expected that the Script itself will undergo revision and improvement after a first use, and that later "editions" of the Script will differ in some important ways from the first-time-through version.

There has been some thinking and discussion of developments beyond these two limitations.

Retraining for intermediate FL teaching

The most urgent need in 1959, here in the USA and in many other parts of the world, is to prepare teachers to direct oral practice as the very beginning of their pupils' FL study. But an oral approach is only an approach. The pupils to be helped in their beginning work by the retrained teachers will move out of the beginning phase into intermediate learning of the FL; and then they will have to be taught in that intermediate phase. Where there are major programs of integrated language-study progression through three, four, six, or more years, it may be desirable to construct training materials to equip teachers to direct courses following the beginning year.

Such succeeding retraining programs will ideally be attended by teachers who have already gone through the experience of intensive preparation for oral-approach teaching. The later programs will have the task of maintaining and refreshing pronunciation control. But the control of more conplex grammatical structures and of a larger vocabulary will have

to be provided on the content side. And classroom procedures appropriate to the increased emphasis on reading and writing in the intermediate phases will have to be discussed and practiced.

We recognize that the linguistic analysis (Sub-section II) and classroom procedure exercises (Sub-section V) will have to be adapted to a format and content quite different from those we describe for the beginning-stage Script.

The selection of an appropriate Corpus to serve as the basis for the intermediate-stage Script will be no problem where there is a coherent integrated language program under an authoritative state board or a Ministry of Education. But elsewhere the problem of selecting from a list of optional texts will be a troublesome one, as will be the task of devising pronunciation refresher practice with a wide variety of possible textbooks. However, the basic objectives of a Script will be valid: confirming the teacher's control of the material his pupils are to practice, and assuring his confident performance of the appropriate classroom procedures.

Revision of a script: needs and aims

The Script we have described is in the format for a first use. We think of it as being later revised in the light of that first use, and as being developed in the direction of a reduced ratio of trainers to trainees and an increased use of audio devices.

We are not so optimistic as to believe that a "first edition" of a Script will be free from errors of inclusion and exclusion, or misjudgments of time-allotments to practice on various structural features. It is to be expected that during the period between the first and second retraining programs, a revision to correct the discovered weaknesses will take place.

Since such correction will be needed, it is uneconomical to attempt to tape any portion of the first version of a Script, except perhaps as a pedagogical demonstration in connection with a classroom procedure exercise (Sub-section V) or a workshop on the use of audio devices.

Since the 1958 Seminar in Japan was the first use of the Script, the practice material was presented entirely with native-speaking junior trainers. (The original plans, it will be recalled, provided 6 trainers to 60 trainees.) They were able to make on-the-spot accommodations to counteract any ineptitudes in the Script and to report on them.

But the ratio of 1:10 between trainers and trainees is obviously not one which can be indefinitely continued. When the teacher population in need of retraining for oral practice is in the thousands (or the tens of thousands, as in some situations abroad), it is clear that the hundreds or thousands of native-speaking junior trainers required to maintain that 1:10 ratio simply cannot be found or paid for; the machine must be pressed into service. And precisely because a large part of the model-for-imitation role will have to be assumed by the tape, it is necessary to plan thoughtfully for the transition from live speaker to tape, and not to commit oneself prematurely to a distribution of time in detail which may be shown as inefficient in actual use.

In a cooperative overseas program on English as a FL, where there is a large component of USA consultants, the revisions of the Script have a strategic place quite apart from the technical adjustment of trainer-trainee ratios. As the USA junior trainers are replaced by tape, so the senior USA consultants play a smaller and smaller part in the total program, with the local experts and administrators taking over an increasing share of the responsibilities. The revision of the Script, planned for as the final stage of special USA participation, is a logical and a graceful mode of disengagement.

It is recognized that for some purposes such USA participation is indispensable. But it is also undeniable that it has its disadvantages and awkward concomitants. Script-revision is an inconspicuous part of the total task, furnishing a natural tapering-off of USA influence and avoiding either an unwelcome prolonging of foreign involvement or an abrupt termination of cooperation.

Repairs, revisions, and the beginning of taping

The notes of the senior trainer, summarizing the reports of the junior trainers and checked by the senior trainer's own observations of the various groups and sub-groups, constitute directions for desirable revisions of the Script itself.

Between the first and second "editions" of a Script, we think of two behind-the-scenes tasks:

(1) The indicated revisions and repairs must be made, on the basis of experience during the first run.

(2) Tapes of the revised, repaired Script are to be prepared with native-speaking voices covering parts or all of the presentation and practice (Sub-section I), presentation and reading practice (Sub-section III), and practice teaching (Sub-section VI). The practice-teaching tapes should be available to those trainees who are assigned to this role, Chapter by Chapter; they can prepare themselves for their task by studying the tapes in consultation with a trainer.

A second edition

We think it would be safe to replace one third of the junior trainers by regular local teachers of the FL for the revised Script's second use. The work of the first and third Sub-sections (presentation and practice, presentation and reading practice) could be divided class by class on alternating days between a native-speaking junior trainer and a regular teacher of the FL. That teacher should be one of the most successful trainees of the preceding program or an experienced teacher with an uncommonly reliable pronunciation of the FL. The same pairs of trainers should function as teams in coaching and supervising the practice teaching (Sub-section VI).

In this way, we would hope, the first use of tapes would receive a check, and some key personnel in the regular teacher group would get practice in the use of audio aids.

This second retraining program would test the tapes. Like the Script in the first program, the tapes in the second would betray weaknesses calling for revision and repair. Again, the senior trainer would be the channel, balancing his observations in the classrooms against his appraisals of the individuals who are participating; his recommendations will be the guide to revisions and repairs in the tape versions.

A third edition

Between the second and third editions, the major task is in the tapes department. (To be sure, there will be some refinement of the Script itself, as residual blemishes in the original version are revealed, and also blemishes resulting from the first major revision and repair. But it is the audio aspect, we think, which will be the major field for revision and expansion.) The senior trainer's report on the second program is the guide line for the revisions.

In addition to the revision-and-repair work at this stage, an expansion of the tape coverage should occur. The detailed exercises to accompany the linguistic analysis (Sub-section II) and classroom procedures (Sub-section V) can by this time be usefully put on tape, for preliminary study by the regular teacher conducting the relevant Hours, and for his occasional use during the Hours. Similarly, the demonstration Hours (Sub-section IV) should by this stage be sufficiently tested in the first and second programs to be ready for taping, for preliminary listening by the regular teacher who presents the lesson. Judgments will differ as to whether it is preferable to tape the demonstration hour with real beginners (who make mistakes to be overtly corrected on the tape) or with an unrealistic but safely-imitable class of youngsters who are themselves native speakers of the FL. We hazard no recommendation; perhaps judicious mixing of the two types might constitute an effective teacher-training adjunct.

In addition, it might be desirable to prepare representative tapes for samples of the actual text or texts which constitute the Corpus underlying the Script. Such samples could be realistic illustrations of the way in which audio aids would be used in an actual classroom to supplement the activities of the regular teacher, when and where such equipment is available.

A coherent program of special audio workshops could include demonstrations by an experienced teacher who understands both the pedagogical function and the mechanical functioning of machines. Later, under his guidance, the trainees could practice both the manipulation and then the classroom application of recording devices. (In some of the large programs overseas, such tapes will already exist as a part of the teaching materials; the task of the Script team would be one of selection and of preparing directions for demonstration and practice.)

The third edition is the final stage of preparation for an expanded teacher-retraining campaign. In programs abroad, this third stage would be a battery of geographically distributed enterprises, away from a capital or a unique metropolis, in order to test the retraining out in the field, where most of the work, after all, will have to be done if the total FL program is ever to take hold.

For this stage, we think of only two native speakers of the FL as being associated with each program: one senior and one (former) junior trainer. The two, we think, should be adequate native-speaking manpower to cope with a group of up to 120 trainees. Their function would be to check on the performance of the tapes, and to advise the (by now) majority of regular teachers who are the backbone of the training staff. The reports of the native-speaking two contribute to the really-final revision and repair of tapes and remaining residual Script flaws.

The substantive function of the native-speaking trainers during the third program is in precisely the role that a tape cannot perform: appraising. Their schedules must be arranged so that one of them observes every trainee in the course of each Chapter, to detect and correct the then current difficulties. In so doing, they will reinforce the regular teacher, and make him a better trainer for following programs by their authoritative reminders of just those points of conflict where both the teacher and his pupils are most likely to succumb to an un-FL production. This appraising role (see above, Pages 8–9) is one which the teacher cannot abdicate to the tape: he can use the tape to validate his appraisals, but it is the live teacher's ear which makes the appraisal in the first place. For teacher training, that live ear should be a native-speaker's ear. We recognize the drastic manpower shortage, here and abroad; but in all professional conscience we cannot conceive a teacher-training program without a native speaker's ear as the final arbiter of the "Yes-or-No" decision in answer to the question: "Is that good enough?"

The massive retraining network

The 1:60 ratio of native-speaking trainers to trainees may be stretched a bit in the extension to a state-by-state, prefecture-by-prefecture, administrative area-by-area network of retraining programs. We recognize, on the basis of our experiences and our observations of the formidable dimensions of the manpower requirements which confront any effort to improve FL instruction, that compromises will have to be made. We hope that we have sketched a realistic program to develop local regular-teaching trainers through successive programs to assume their roles as trainers of their colleagues.

When the numbers are large (as the numbers are), some dilution of the ideal proportion of native-speaking trainers to trainees has to be accepted as a practical necessity. One hopes that the compromises will be postponed as long as possible, and that a prudent anticipatory program will be worked out to develop a corps of regular teachers qualified to take over trainer functions for the massive retraining program.

The script pattern in professional preparation

It was foreseen above (Page 32) that one adaptation of the script pattern would be its use as a normal part of a teacher-training curriculum. As such we suggested that it might be administratively most feasible to divide the Script materials into two closely coordinated courses: "Practice in Oral FL*" and "The Teaching of Oral FL." The approximately 80–90 hours of the Script could thus amount to two convenient 40–45 hour halves. The advantage of mutual reinforcement between the "content" and the "methods" aspects should be at least as valid in the training of future teachers as in the retraining of experienced teachers.

We see no serious modification of the basic Script pattern which would be required for such use in the regular training curriculum. If such use is made of a Script in the form of its "third edition" as described above, there would be the additional benefit of practice with tapes: the future teacher would gain a useful insight into both the potentialities and the limitations of audio aids and would be a better user of them in his own future teaching. The lowered trainer-to-trainee ratio aimed at in the later stages of Script revision would make such twin courses

* FL=e.g. French, Spanish, German, Italian, Russian.

possible even when the teacher-training staff of a particular institution happened not to include a native-speaking professor of the FL involved.

Accommodations to new textbooks

Since the foreseen evolution of a Script as outlined on the preceding pages covers a period of years, it must be expected that new textbooks will have appeared during that period. If the normal course of events occurs, some of these textbooks will be definitely superior to some of their predecessors.

In large measure, the successive revision operations can and must take account of the intervening publications. Often a new appearance on the market may be accepted as firmly displacing one of the components of a composite Corpus and as permitting the welcome deletion of some eccentric vocabulary or grammatical features which had been included in earlier versions.

Fortunately, the flexibility of tape permits erasures and dubbings to accommodate such adjustments.

Even more important, the nature of language insures that the statistical stabilities of high-frequency lexicon and major-syntax sentence forms will not be severely perturbed by the inclusion of a new textbook. A competent crew of Script writers, backed by alert and well-informed reports from senior trainers, can adjust successive editions of the Script to the real needs of their trainees as teachers in real classes during the coming years.

APPENDIX

Reports and Comments on the Construction of a Script

IT IS obvious that a satisfactory Script, as we are describing it, requires thorough preparation. A very rough estimate, based on our experiences and our estimates of requirements for what we would have liked to include in our preparatory work, would be in the order of 2000 to 2500 hours. If this figure seems formidable, we can only agree. But the figure is still considerably smaller than any realistic estimate of the time required to produce satisfactory classroom teaching material. And we hold that a text-making project deserves the additional investment of time to prepare the average teacher to use the new texts, however substantial that additional investment may be.

Naturally, the Script is not written in the order in which it is finally performed in the retraining classrooms. The limitations of time in the actual retraining program demand an intertwining of the various modes of practice within each Chapter, and also a meticulously controlled progress from Chapter to Chapter.

What follows here is an account (partly historical as a report of the 1958 preparations, partly ideal) of the construction of such a Script. Clearly each program will present its own special requirements, and presumably no Script identically like the one we describe will be written; hence the blueprint as here outlined would be correspondingly modified.

The Script-writing team

For many reasons, the construction of the Script should be a collaborative enterprise. A variety of background experiences of the writers is desirable to avoid partial or doctrinaire bias in the procedures and formulations. Further, there is much drudgery, and this is more bearable when shared; a fellow-worker can see the way out of a blind alley or suggest an alternative solution of a stubborn problem. It is hard to imagine any one worker who could remain fresh and ingenious and really interested through his months of Script-writing; it is a strain to live within a rigorously limited vocabulary and syntax. (In our own 1958 experience we discovered—later!—that near the end of our writing we had slipped at some stage of drafting or revising or copying, and had included two vocabulary items not a part of the prescribed lexical domain ("eat, comes"). Such blemishes testify to the difficulty of continued operation within lexical restrictions; we found that our predecessors had similarly slipped from time to time in the syntactic domain; and we are confident that an accurate check on our Script would reveal syntactic transgressions by us.) Close collaboration, however, reduces the likelihood of such slips escaping unnoticed and also reduces the fatigue and frustration which tend to produce the blunders in the first place.

An ideal Script-writing team, for such a Script as we describe, would consist of four or five people working together for 10–12 weeks after the preliminary analysis of the Corpus underlying the Script.

One worker should be an experienced teacher of the FL, to report on known difficulties and probable stubborn conflicts as a matter of his personal practical observation.

One worker should be a native speaker of the FL, to insure that nothing actually impossible or offensively awkward is presented for practice.

Of these two workers (both of whom may of course be both native speakers and experienced teachers of the FL), at least one should have some understanding of basic linguistic principles.

Two more workers should be people with a capacity for collaboration, with experience in classroom teaching, acquaintance with classroom realities, familiarity with the competence of the prospective trainees, some experience in writing and publishing textbooks, a grasp of general linguistic principles, and at least a theoretical knowledge of the comparative structures of the FL and the trainees' NL. These two need not be native speakers of the FL, nor even necessarily highly competent speakers of the FL. We suspect that our being native speakers of English was sometimes a dis-

advantage to us in our writing, in that we tended to rebel at the triteness or practical implausibility of much that we had to write to secure the necessary variation and selection practice drills. We knew intellectually, as teachers and linguists, that the drills were indispensable and that we had to contrive exhaustive variations on the limited material of the Corpus. But intuitively as native speakers of English we were frustrated by the unnatural (for real practical speaking) limitations of the content.

A fifth worker, permissibly less experienced than the others, could have specific limited roles, either with the first two or with the last two mentioned above, depending upon the distribution of assignments among the four.

Sources and content of the Script

What part of the FL should be taken as the basis of the Script in the retraining program? The decision is a crucial one. For it is obviously senseless to base a retraining program on a diffuse or random Corpus with a vague objective of "increasing the trainees' general proficiency." It is also impossible to enroll a group of trainees with identical previous study of and identical present competence in the FL, and then "build on" that study and that competence.

Hence, we consider it beside the point to try to devise a Script which is a replica of any given year or semester of language study, e.g. the equivalent of the fifth-and-sixth semesters, or the seventh-and-eighth semesters, of an undergraduate college course. A retraining program is not part of a cumulative curriculum nor an offshoot of a cumulative curriculum. The conventional "Conversation and Composition" course in an undergraduate FL major is not the answer to the trainees' needs, nor is the conventional "Methods of teaching foreign languages" course.

We conceive the retraining objective as being at once more limited and more thorough: to prepare the trainees to do a particular job, and to do it well. That job is to direct the oral-aural practice of their future pupils, and to direct it so that those pupils' practice will establish sound FL habits.

The indicated source of the Script is thus the teaching materials of the trainees' future classroom activities. That portion of the FL which such teaching material represents *is* the FL the trainees will need to control accurately, and within which they will be directing their pupils' practice by appropriate classroom procedures and devices.

We confess to trepidation in thus prescribing a high-school (including junior high-school) text or texts as the source of the Script. The first reaction, we have found, even from interested and well-disposed laymen, has been that nothing like graduate post-baccalaureate intensive study can be based on such elementary materials. We suggest, with all sympathetic understanding of the first reaction, that graduate courses in Chemistry properly concern themselves with carbon, hydrogen, and oxygen. The criterion is not the elements of the material but the organization of the course. We describe an organization of the relevant portion of a FL to occupy constructively the intelligence and self-discipline of serious adults during a training program. The fact that the same basic materials in another form and in a quite different application, are to be used for different purposes by adolescents in a quite different classroom, should not be allowed to obscure the differences.

It goes without saying that basing the Script upon the actual text or texts does not mean a mere sampling from the text or texts. For one thing, the trainee must cover the material of the text(s) much more rapidly than his future pupils will. Further, he must cover all of it, not "representative parts" of it, since he will have to present, appraise, and direct the practice of *everything* his future pupils will be learning, though at a quite different rate from that of the trainee's own work with the materials.

Thus the source of the Script is the materials of the text(s), not the text(s) themselves. It is the task of the Script writers to determine the material through analysis of the text(s) as to vocabulary, sentence structures, and teaching procedures. Then that material has to be transformed into suitable sections for effective practice by adults already somewhat familiar with the language, for purposes of increasing their accuracy. Around that material the Script is to provide professionally valid discussion and exercises in the two appropriate technical fields:

linguistic comparison and pedagogical techniques.

A BLUEPRINT FOR SCRIPT-WRITING

Preliminary steps: the Corpus

If the Script writing is part of a larger project, where new text materials are being prepared from scratch, there is no problem of selecting the Corpus: the appropriate parts of the text materials are the Corpus. Similarly, if there is a single existing textbook which is officially prescribed or which is in universal use, that textbook constitutes the Corpus.

If there are many textbooks, any of which the trainees may have to use later, the first step is to decide which of them are to be used as the Corpus. The experienced teacher of the FL has to make the decision. We estimate that up to five different textbooks would be manageable as a composite Corpus. Our assumption is that among a group of sensible textbooks which can be seriously considered as acceptable teaching materials in actual language courses, there will be very considerable overlap in vocabulary and sentence structures. The divergences within the group of textbooks would necessarily receive some, but less intensive, practice in the Script than the overlap.

The analysis of the Corpus

Depending upon the availabilities of the workers, one or more of them analyzes the Corpus. The analysis has three major divisions: vocabulary, grammar, teaching procedures.

If the Corpus consists of a single text, a notation merely by "lesson, unit, or section" of that text suffices to indicate location. If the Corpus is composite, a letter code to identify the particular text plus a number for "lesson, unit, or section" etc. would be used.

It is desirable to have for each of the three divisions a record of the place of introduction and the subsequent appearances of an item later in the text.

For practical Script-writing purposes, we found it sufficient to know only that an item did or did not appear in a particular "lesson, etc." of the textbook. If this information suffices for the workers on a Script, the analysis phase of the work becomes manageable. A clerical worker can easily be trained to do the vocabulary check, given the suitable worksheets derived from the end-vocabularies of the textbooks underlying the Corpus. Somewhat more discrimination is needed for recording the occurrences of various grammatical features; but practice in scanning soon makes this a fairly rapid operation.

For the analysis of teaching procedures in preparation for the 1958 Script, M-B type cards were used. The procedure was typed on the card. When all procedures had been typed, a code with 28 component features was drawn up, covering objective (vocabulary, grammar), nature of function (introduction, review), whether the procedure was an elaboration of an earlier simpler procedure, whether props were required and if so whether those props required special preparation or availability; and the like. A location code was also punched. By the use of multiple needles it was possible at all times to survey possible procedures for Seminar practice for various purposes.

[It should be pointed out that in the case of a large coherent project, the analyzing is properly charged against the textbook writing rather than the Script writing: the textbook is unfinished until precisely such an analysis has determined that there are sufficient recurrences of each item of vocabulary and grammar, that the rate of introduction of new items at each "lesson, unit, or section" is reasonable, and that there is a practicable evolution of classroom procedures.]

Sub-sections One and Three: Presentation and practice (the "Basic Sub-sections")

Once the analyses are made, work on the Script proper can begin. The first step is to block out roughly the vocabulary and grammar of the Corpus into fifteen Chapters (or whatever number of Chapters is decided upon) of the Script. Since a maximum of cumulation and revival is necessary, one worker concentrates on drafting the sub-sections for presentation—the First and the first part of the Third Hour—straight through from beginning to end. His drafts are continuously discussed with and scrutinized, criticized, and supplemented by his co-worker, who becomes thoroughly familiar with these basic sub-sections, which

contain all the linguistic content of the Script.

As these basic sub-sections are being drafted, they are reviewed by the experienced teacher and the native speaker of the FL for quick correction of blunders, either linguistic or pedagogical, and as guides for the construction of later Chapters.

As the once-revised drafts of the basic sub-sections (One and the first part of Three) become available, work on other sub-sections can proceed to develop the material in the various pertinent ways. There is no hard-and-fast rule about priorities except that the Reading Practice in the last part of Sub-section Three must be the final stage of construction, and it is preferable to have the pedagogical practice of the Fifth Hour at least well-sketched before the full-scale practice teaching of the Sixth Hour is prepared. If suitable manpower is available, work can go forward on the Second, Fourth, and Fifth Hours simultaneously, once the basic sub-sections are in semi-final form.

Sub-section Four: Demonstration teaching

In consultation, it is decided which segment of the total material of a Chapter is to be selected for treatment as a full-scale demonstration lesson in the Fourth Hour. As the revised drafts of the basic sub-sections become available, Chapter by Chapter, a co-worker can be elaborating the selected segment into a detailed teaching plan as a demonstration lesson. One of the workers should go straight through from beginning to end of the Script constructing the Fourth Hours, providing a variety and a cautious cumulation of classroom procedures.

As the Fourth Hours are drafted, they are subjected to the same discussion and scrutiny as the basic sub-sections, by all the workers in their various functions.

In selecting the segments of the Chapters for elaboration as Fourth Hours, it is desirable that there should be variety. Some Fourth Hours should correspond to the very beginning of the material of a Chapter, others to the end as review, others to various stages of introduction and practice of new and old material. For the early Chapters, it is helpful to select a Fourth Hour such that it can lead directly into the practice teaching (the Sixth Hour) as the following segment of the total material of that Chapter.

In writing Fourth Hours, the writers of a Script may occasionally find themselves in an unusually favorable situation. If the fundamental Corpus consists of a single authorized textbook, or if the Script writing is part of a large project including the writing of a new set of textbooks and teacher's guides, then the Script writers may be able to use some of that real existing material as Sub-section Four in some or all of the Chapters. In this case, it may be necessary to adjust the instructions to the demonstration teachers, depending on their control of the trainees' NL.

Sub-section Two: Linguistic analysis and teaching problems

Before, during, or after work on the Fourth Hours, the drafting of the second sub-sections (linguistic analysis and teaching problems) can be begun. The basic sub-sections supply the material for exemplification and practice.

The Second Hours are to be cumulative throughout the Script. And there should be some correlation between the kinds of practice on linguistic matters constructed for the Second Hours and the pedagogical practice in the Fifth Hours, via constant consultation.

The Second Hours are to present some background discussion of general linguistic principles and their applications to the training material and to classroom situations. We assume that the Second Hours in a retraining program for elementary oral practice will focus chiefly upon phonology, with non-technical discussion of the principles of phonemics and an outline of the two phonological systems involved: the pupils' NL, and the FL.

If the linguist-writer of the Second Hours is not a native speaker of the trainees' NL, the discussions should be translated by the native-speaker member of the total writing team.

Sub-section Five: Classroom procedures and devices

The pedagogical practice in Sub-section Five consists of a background discussion of objectives, functions, and limitations of various classroom procedures and devices, together with tiny practice exercises. The material for illustration in the discussion and for practice in the exercises is selected from the First, Third, and Fourth Hours. The practice should also be

coordinated with the trainee practice-teaching to follow in the Sixth Hour. It is probably most practicable to have the Fifth Hour well sketched before drafting the Sixth Hour.

In contriving the practice exercises, the Script writer's knowledge of the previous teaching experience of the trainees will determine the intensity of various kinds of practice. It can usually be assumed that the trainees will initially hesitate to use the FL orally; the material for practice should be selected so as to assure the trainees' confidence in their ability to pronounce every sentence correctly. Obviously the exercises themselves should be cumulative within each Fifth Hour, and should start off from some examples which have been very thoroughly practiced in the First, Third, and Fourth Hours, as well as in previous Chapters.

If the writer of the Fifth Hour is not a native speaker of the trainees' NL, his draft of the discussion and instructions for practice should be translated.

Sub-section Six: Practice teaching

As practice teaching, these sub-sections place a heavy load on the trainees selected to perform. Hence they deserve the most intense scrutiny and criticism before they are accepted as in final form. (In the other sub-sections, the junior trainer can compensate for a mistake in sequence or a gap in practice or a miscalculation of time. But in practice teaching, any blunder in the Script damages the trainee's self-confidence and revives the fears of the other trainees that oral practice is a too difficult type of language teaching.)

As the sample given earlier (Pages 25–26) shows, we tried to supply to the practice teacher every help in conducting the class. We considered it far better to err on the side of overspecifying every step in the teaching procedure. The fear of stifling trainee initiative simply did not seem to us realistic; the trainees we were dealing with could not be encouraged to run and jump before they could toddle. We considered their needs to be confidence and accuracy; unless they had those strengths, they would never dare develop individual initiative and contrive their special variations for their special needs. Given a justified confidence, through careful guidance to a secure skill in prescribed procedures, some of them would go on from there; others would remain where the retraining left them—which one hopes is better than before. Realism in appraising the previous equipment and the desired new skills of trainees is urgently needed in planning the practice teaching sections.

As a protection against miscalculation of time (either by us or by the trainee-teacher), we included at the end of each practice-teaching section a flexible practice, to be done "if there is time" which lent itself to considerable continuation if needed to fill out the period.

If the writer of the Sixth Hour is not a native speaker of the trainees' NL, his draft of the explanations to the practice teacher should be translated.

Recurrence check, and the Reading practice in Sub-section Three

As the checked and revised Sixth Sub-sections are completed, Chapter by Chapter, a vocabulary analysis of the then existing parts of the Script is made. (If time and manpower are available, a similar check of grammatical structures might be made; but this is less likely to be necessary.)

The purpose of the vocabulary analysisis to assure that there is continuous revival of pronunciation practice on all the vocabulary items of the Corpus. Since the vocabulary consists largely of the FL words best known to the trainees, errors in pronouncing them will be among the most stubborn, and reversion to error most likely, unless there is a consistent program of renewed correction and practice throughout.

Despite all reasonable efforts as the various sub-sections are constructed, it is almost certain that at this stage there will be certain gaps in the history of revival of individual words. It is the business of the vocabulary recurrence check to detect these.

From the tabulation of the gaps, it is easy to determine at which Chapters a revival of a given word is needed. These "needed revival" notations are combined, Chapter by Chapter. Then, for each Chapter, two lists of vocabulary items are combined: one is the "needed revival" list and the other is the "new vocabulary" list for that Chapter.

The Reading Practice is then constructed, so as to include the vocabulary of both lists, and

the grammar of the Chapter. (If a grammar analysis is also undertaken, any needed revival of a grammatical construction is also taken care of, in writing the Reading Practice.)

The reason for delaying the drafting of the Reading Practice until after all other sub-sections have been drafted and revised is that a considerable amount of incidental revival necessarily occurs in the Second, Fourth, Fifth, and Sixth Hours, in connection with the elaboration and practice of the material of the basic sub-sections. It would be wasteful to work on a spurious "needed revival" if the item in question should happen to be incidentally revived in another sub-section of the Chapter.

An extra benefit of the vocabulary analysis is the revelation of any blunders of inclusion: items like the "eat" and "comes" mentioned above on Page 37, included by unconscious transgression of the lexical limits, come to light in the recurrence check and can be eliminated while there is still time.

Transcription

The role of transcriptions in a Seminar Script, or in any program for teacher retraining, is a matter for careful prior discussion and decision. Prejudices are likely to run high, and the situation varies from language-pair to language-pair, and even from country to country.

Objectively, the decision should depend on the relations of the phonemics and graphemics of the FL, of the trainees' NL and the FL alphabets or other writing systems, and of the trainees' previous acquaintance with a particular transcriptional system for the segmentals and/or supra-segmentals of the FL. As our forced decision in 1958 dictated,* we adopted a primitive marking of four pitch levels in English as a minimum; an arbitrary and merely suggestive hint at stress-differences was incorporated by using lines of different lengths in an intonation marking.

The system of transcription ought to be a matter for earnest preliminary consultation, to which all members of the writing team can make significant contributions; the judgment of the experienced teacher and the native speaker of the FL should ultimately be accepted. The native speaker is, ceteris paribus, the indicated marker of intonations and the transcriber of the segmentals, provided he is sophisticated enough not to be misled by an orthography or by school clichés about "tone of voice," etc. or about punctuation rules.

Stenography

We attempt no estimates of stenographic requirements in time or supplies; the widely varying applications of the basic pattern of a Script will demand wide variety of size, format, and method of reproduction.

Merely as a matter of record, we note that the 1958 Seminar Script consisted of 384 mimeographed pages, including a nine-page preface for the orientation of the trainees. If a fuller transcription had been provided, it might have involved an increase of 5–10 percent in the length of the Script. The 1958 format of the Second Sub-sections averages about five pages each; the format we consider desirable, as described above on Pages 15–18, would average 8–10 pages, thus adding about 60 pages.

It is obviously desirable to plan the preparations for the retraining program so that the Script can be prepared and definitively revised before any of it is stencilled or otherwise processed for reproduction. Blunders and omissions are sure to elude detection until a final systematic check, and the writers should be spared the inefficiency of prematurely making tentative checks, merely because the mimeograph machine is breathing down their necks.

* In the 1958 Seminar in Japan it had originally been planned to provide full intonation markings throughout the presentation and practice sub-sections, and to provide an appendix consisting of a segmental transcription of all words and all phrases involving variants due to stress conditions. Professor Mary Lu Joynes had originally been expected to take charge of this aspect of the Script writing as her share in the enterprise. However, a major reduction of the Script-writing staff from its planned strength made it necessary to curtail drastically the preparation of transcriptions in order to complete the indispensable parts of the Script by deadline time. Only a few salient intonation markings could be included, as the samples of Sub-sections One and Three above (Pages 13f., 18f.) show; these were drafted by Professor Joynes as one of her contributions, and were reviewed and entered on the mimeograph stencils by Professor Haugen.